Annual Report 2015-2016

MANDATE AND PURPOSE

(Aurora College Act R.S. N.W. T. 1988, cA-7, s3)
The purpose of Aurora College is to deliver adult and post-secondary education, including the delivery of university-level programs and granting of prescribed university degrees and applied bachelor degrees.

MISSION STATEMENT

Aurora College is focused on Student Success and is committed to supporting the development of our Northern society through excellence in education, training and research that is culturally sensitive and responsive to the people we serve.

OUR VALUES

Together, we are creating a vibrant, Northern college that is committed to excellence in education and research and fosters understanding and respect among all Northern people.

We will continue to do this by:

- Serving students in the best way possible, offering a seamless transition between high school, work, college and university;
- Nurturing critical thinking skills and problem-solving abilities;
- Offering a full spectrum of post-secondary education, qualifying Northerners to work or to go on to further education anywhere in Canada;
- Respecting and celebrating Aboriginal cultures and linking modern and traditional lifestyles;
- Supporting innovation in education and research;
- Ensuring research and post-secondary education are well integrated, through strong partnerships with industry, communities, governments and other educational institutions;
- Recognizing our role in supporting the governance and economic development of Northern communities;
- Attracting and retaining highly qualified Northern staff and faculty; and
- Fostering an environment of excellence in which staff, faculty and students can work and learn.

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Aurora College Board of Governors' Message

Research is a vital component of Aurora College, as it is of any post-secondary institution. As the research division of Aurora College, the Aurora Research Institute (ARI) facilitates and conducts research in the Northwest Territories, and acts as a hub of northern knowledge. ARI advances the territory's research capacity through discovery, outreach, and education at its three regional centres in Inuvik, Yellowknife, and Fort Smith. Territory-wide research administration is provided by ARI headquarters in Inuvik.

During the past few years, a great deal of work has been undertaken by staff of Aurora College and ARI, as well as the members of the Board of Governors, to ensure that policies were either introduced or updated in order to elevate this institution's approach to research ethics and procedures. Topics such as academic freedom and ethical conduct when dealing with animal and human subjects were addressed in both policy and procedure. As of July 1, 2015, the Research Advisory Council (RAC), a standing committee created by the Board of Governors (BOG), was formed. Membership consists of both BOG representatives and external members who have a background in various areas of science and traditional knowledge. The main responsibilities of RAC are to provide advice to the College and ARI on the development of an annual research agenda, to help ensure the College's and ARI's active participation in the NWT Science Agenda, to promote a Canadian northern and circumpolar research community, and to prepare an annual report on the state of scientific and research issues in the NWT.

The rigourous standards that are being applied in research ethics and administration have allowed Aurora College to successfully apply to hold funds from two of the major research granting organizations in Canada – the Social Sciences and Humanities Research Council (SSHRC) and the Natural Sciences and Engineering Research Council (NSERC). This "institutional eligibility" is a notable accomplishment, as it allows faculty and staff to access research funds and increases Aurora College's ability to retain northern-based research capacity. It also represents a significant recognition of the developing research capacity within Aurora College and the NWT. Another important benefit is that the research is allowing us to more closely link research and the Aurora Research Institute with programs at Aurora College.

In the first half of 2016, Aurora College staff secured our first funding grants, including

Aurora College Board of Governors

(as of June 30, 2016)

Kathy Tsetso	Dehcho Representative
Mary Beckett	Beaufort Delta Representative
Lynn Napier-Buckley	South Slave Representative
Vacant	Yellowknife Representative
Vacant	North Slave Representative
Vacant	Sahtu Representative
Vacant	Elder Representative
Bambi Amos	Staff Representative
Shania Clark	Student Representative

Research Advisory Council

(as of June 30, 2016)

Mary Beckett	Chairperson
Kathy Tsetso	Internal Member
Dr. Andre Corriveau	Health Sciences Representative
Dr. John England	Physical Sciences Representative
Dr. Allice Legat	Traditional Knowledge Representative
Jim Martin	Social Sciences Representative
Andrew Applejohn	GNWT Science Representative

NSERC "Connect and Engage" grants, and a SSHRC "Community and College Social Innovation Fund" award. NSERC grants have funded such areas as workshops looking at the viability of greenhouses in the far North, and collaborating with NWT Power Corporation to examine energy and infrastructure options related to climate change. The SSHRC award provides funds to work with several post secondary partners to study how schools and institutions are decolonizing education and will engage Indigenous and community knowledge holders in community-based research. It will develop and strengthen decolonizing efforts within our instructional staff and create new knowledge that will support pre-service teachers in the Northwest Territories. The findings will guide our instruction and will enhance educational experiences for students from coast to coast to coast.

As Chair of the Board of Governors, I am excited by the tremendous strides Aurora College has made recently in this area and look forward to seeing what the future holds.

Kathy Tsetso
Chairperson,
Aurora College Board of Governors

Message from the President

On December 15, 2015, the Truth and Reconciliation Commission of Canada (TRC) tabled its report in the House of Commons, culminating six years of work. The Commission's stated goal was "to guide and inspire Aboriginals and Canadians in a process leading toward reconciliation and renewed relationships based on mutual understanding and respect."

Among the 94 items in the TRC's Calls for Action are a number that pertain directly to education, language and culture, and education for reconciliation. As a northern post-secondary institution, we have been examining which of the recommendations pertain to Aurora College and Aurora Research Institute, and how we go about implementing those recommendations in a meaningful way.

In addition to the TRC recommendations, Aurora College is also working to integrate the seven principles of the Indigenous Education Protocol developed by Colleges and Institutes Canada, to which we became a signator in June 2015. As we move forward developing our next 10-year strategic plan, both the TRC recommendations and the principles of the Indigenous Education Protocol will factor significantly in our views of the future.

Incorporating them will be a journey, and will not happen overnight. Some students, staff, and members of the public may become frustrated at what they perceive to be a lack of movement or a too-slow pace. For me, as President of Aurora College and as someone who has made this beautiful territory home for more than 30 years, I understand that frustration, but firmly believe that navigating the process responsibly and correctly is more important than rushing in order to make a show of quick progress. As TRC Chair Justice Murray Sinclair has said: "Reconciliation is about forging and maintaining respectful relationships. There are no shortcuts." We do not want to take shortcuts; we want to do this right.

One thing I can guarantee is that during this process there will be times that we make mistakes and don't get it quite right. However, we are committed to the process of reconciliation and becoming more respectful of and consistent with the needs and values of the people we serve. The majority of our learners and our communities are Indigenous, and it is imperative that we listen to their voices as we create an educational environment that supports, reflects, and is respectful of our students. While we have incorporated numerous traditional and cultural elements into our operations and our curriculum, there is still work to be done. We can do better, and we will do better. It is my desire that as we move forward in this journey of reconciliation and healing that we show courage and determination while embracing truth, honesty, and respect.

Jane Arychuk
Aurora College President

HIGHLIGHTS

There was much cause for celebration at Aurora College in 2015-16, including staff members and students receiving prestigious awards, academic excellence recognized for several students, and exciting research taking place through the Aurora Research Institute.

College & partners receive Premier's Award

Aurora College and the seven regional NWT Aboriginal Skills and Employment Strategy (ASETS) organizations were honoured with a 2016 Premier's Award for Collaboration.

The group includes Akaitcho Territory Government, Dehcho First Nations, Gwich'in Tribal Council, Inuvialuit Regional Corporation, Sahtu Dene Council, Northwest Territory Metis Nation, and Tlicho Government. It was chosen for the prestigious award due to shared efforts all parties have made to identify, develop and deliver adult training programs throughout the NWT that are responsive and targeted to regional needs.

Representatives from Aurora College and NWT ASETS organizations pose with Premier Robert McLeod upon receiving the 2016 Premier's Award for Collaboration.

A major success of the partnership is a series of six-week Literacy and Embedded Essential Skills (LES) courses. The courses were developed for northern community adult learners, and teach skills related to a specific topic, as well as embedded skills - such as literacy, numeracy, and computer use - that are transferable.

The courses were designed for learners to build skills for actual work positions, to build community capacity in the north, and as a platform on which to build additional skills and education. By the end of 2015, the courses had been delivered more than 80 times in at least 25 communities. Completion rates for LES courses are higher than for traditional Adult Learning and Basic Education courses in NWT as well.

The seven LES courses are: Introduction to Office Skills, Start Your Own Small Business, Small Business Funding and Marketing, Introduction to Early Learning and Child Care, Construction Labourer Basics, Ready to Work NWT, and Introduction to Retail and Hospitality. Moving forward, the partnership will continue to research ways to secure funding for on-going delivery of the new, highly successful Literacy and Embedded Essential Skills courses to NWT learners.

New Access Programs created Better links to parent programs

A recent, in-depth review of Aurora College Access programs provided several recommendations to improve the design and delivery. "Access" programs provide students academically for entrance into selected certificate, diploma, degree, and trades programs. Key recommendations were: the academic skills most needed by students were writing and research; students required a number of common skills to succeed in post-secondary programs; and specific specialty courses should be created to provide stronger academic links to individual post-secondary programs. Two new programs – Occupations and College Access (OCAP) and University and College Access (UCAP) – will replace the seven programs previously offered, beginning September 2016. The programs have been streamlined and broadened to prepare students for more post-secondary options than before. Students will choose either OCAP or UCAP, and then choose a Career Path within that program, depending upon which post-secondary program they want to enter.

Students enrolled in Access programs at Aurora College will continue to be eligible for Student Financial Assistance.

New mining programs, donations from mines

With funding from GNWT Department of Education, Culture and Employment through the Mine Training Society, two mining programs were developed in 2015: Introduction to the Mining Industry and Surface Miner Training. Representatives from the mining industry - including De Beers Canada (Snap Lake), Dominion Diamond Ekati Corporation, Diavik Dominion Mines (2012) Inc., and the NWT Mine Training Society - were active participants in creating the new programs.

Introduction to the Mining Industry can be offered in communities, and Surface Miner Training will be delivered at Thebacha Campus.

With funding from CanNor, the Mine Training Society provided Aurora College with cab simulator modules for a haul truck and a front end loader for the Surface Miner Training program.

First Class - All ten students from around the NWT who began the first delivery of Introduction to the Mining Industry completed.

Aurora College received equipment donations from the three major NWT mining companies. The Mine Training Society and Aurora College held a celebration to thank DeBeers Canada, Diavik Dominion Mines (2012) Inc., and Dominion Diamond Ekati Corp. for the donation of a haul truck, scoop tram, and a Toyota multi-utility vehicle. Dominion Diamond Ekati Corp. also donated a grader for use in mining programs.

Personal Support Worker Certificate students from the Beaufort-Delta and Sahtu regions attended the one-year program at Aurora Campus in Inuvik.

Certificate and diploma programs offered at Aurora Campus, in Tulita

Inuvik and Beaufort-Delta residents were able study closer to home in 2015-16, as two certificate programs - Personal Support Worker and Early Childhood Development - were delivered full-time at Aurora Campus. Deliveries were made possible through funding and support from regional partners. Each of the one-year programs are being offered twice in Inuvik. In partnership with the Sahtu Divisional Education Council and the Department of Education, Culture and Employment, the first year of a two-year, full-time Aboriginal Language and Culture Instructor diploma program was offered in Tulita. The six participants serve as role models for the youth and the community.

Decolonizing Education SSHRC grant

Aurora College and Aurora Research Institute were awarded nearly $240,000 from the Social Sciences and Humanities Research Council of Canada (SSHRC) to work with several partners to study how schools and institutions are decolonizing education.

The two-year project, Decolonizing Learning in Communities Across Canada: Stories of Hope, will involve collaborative knowledge building and sharing among five Canadian research institutions.

This is the first award Aurora College has received from SSHRC since becoming eligible for funding in 2014.

Three Aklavik students completed their Traditional Arts Certificate. They also received the Aurora Cup award for overcoming obstacles and persevering in their studies.

Traditional Arts Certificate at Aklavik Learning Centre

Between 2012 and 2016, the Traditional Arts Certificate program was offered through the Aklavik Community Learning Centre. In total, 18 students participated in one or more of the courses, and three received their certificates at the convocation ceremony in Inuvik in May 2016. In addition to courses in the History of Traditinal Arts, Marketing, Product Development, and Computers, classes included: moose hide tanning (traditional stretching, scraping and smoking), fur tanning (stretching, cutting and tanning animals such as beaver, fox, lynx and hare), moose and caribou hair tufting, tool making (e.g. hide tanning tools from bone and antlers, ulus, fish hooks, braided dog whips), fish scale and porcupine quill artwork, traditional footwear making, pattern making and sewing, beadwork and embellishments, bush and tundra crafts.

Post-graduate certificate popular

In 2016, Aurora College introduced the Post Graduate Certificate in Remote Nursing, which prepares Registered Nurses to function in an expanded practice role as community health nurses in some of Canada's most isolated regions.

The 15-credit, one-year program is offered in collaboration with the NWT Department of Health & Social Services. The first intake of students was full, and feedback from current and prospective students has been positive.

The program is offered in a combined delivery format, primarily by distance, using web-based Moodle and teleconference classes.

Students also attend a three-week on-site component in Yellowknife, which meets the requirements for hands-on skill labs, field trips and skill-based examinations.

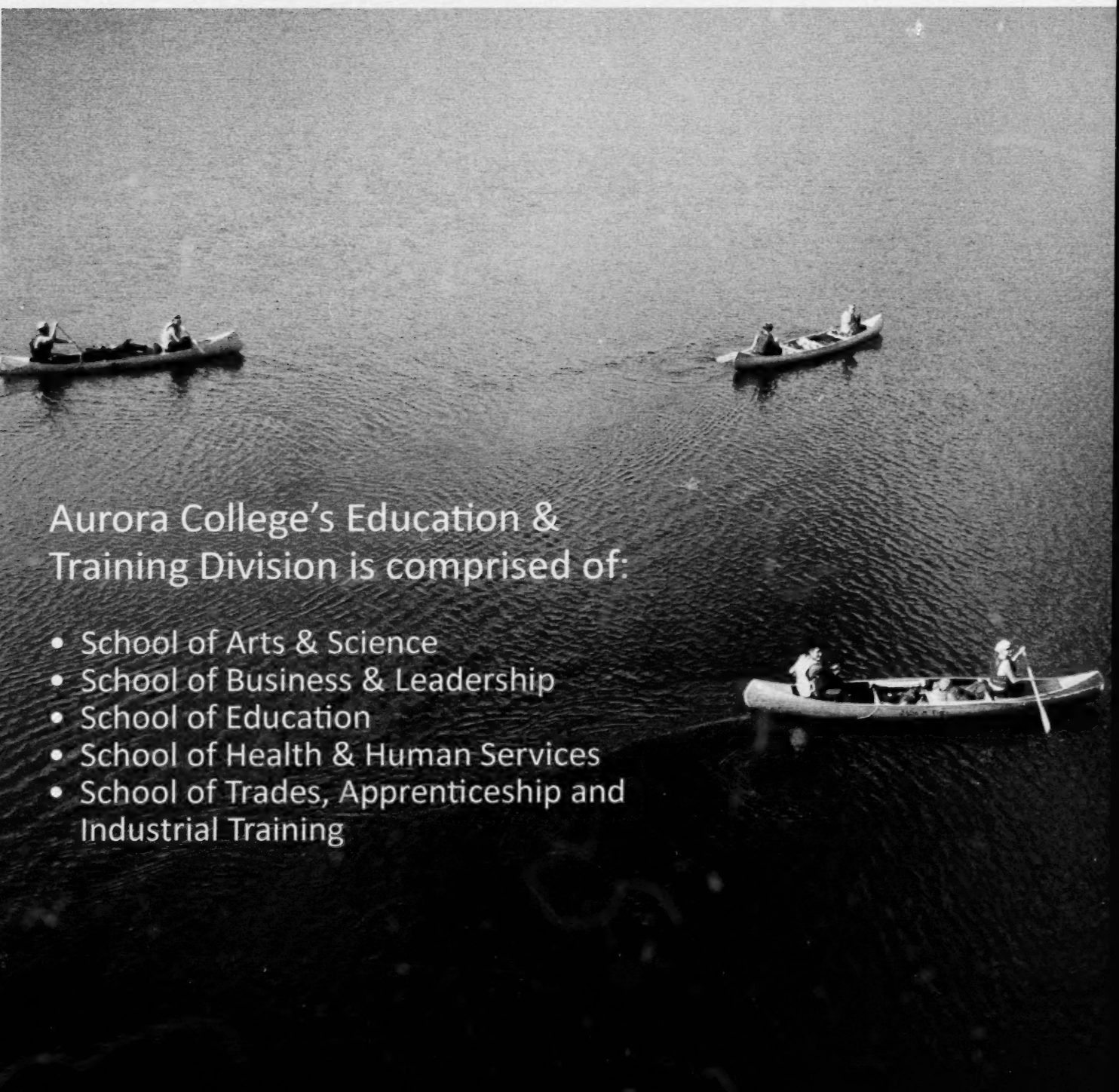
Video-conference pilot a success

The School of Business and Leadership's videoconferencing pilot project continued in 2015-2016 with four Business Administration and Office Administration courses offered using the technology. As the goal is to offer all BA and OA courses through videoconferencing in 2016-2017, a great deal of work was done evaluating the pilot project and preparing for the full implementation.

NABE funding extended 1 year

The Northern Adult Basic Education Program (NABE) is a multi-million dollar, multi-year program created by the Government of Canada's Canadian Northern Economic Development Agency (CanNor) to address the unique challenges faced by Northerners in participating in the labour market. It was orginally funded to be delivered by the three northern colleges from April 1, 2012 until March 31, 2016. The federal government extended the program for one fiscal year to give the colleges time to seek other funders and sources of revenue for the popular program. NABE includes educational activities that assist adult learners in achieving sufficient levels of literacy and essential skills to obtain a job or benefit from further training.

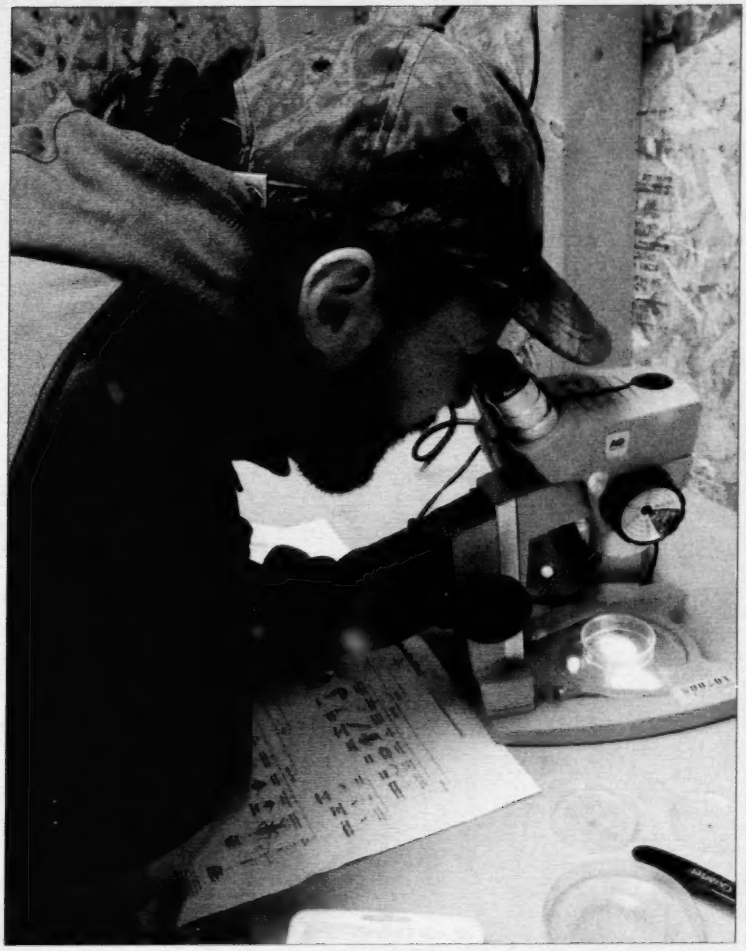
Education and Training Division



Aurora College's Education & Training Division is comprised of:

- School of Arts & Science
- School of Business & Leadership
- School of Education
- School of Health & Human Services
- School of Trades, Apprenticeship and Industrial Training

School of Arts & Science



Studying aquatic life samples at Summer Field Camp.

Gathering mineral samples for analysis.

Environment and Natural Resources Technology

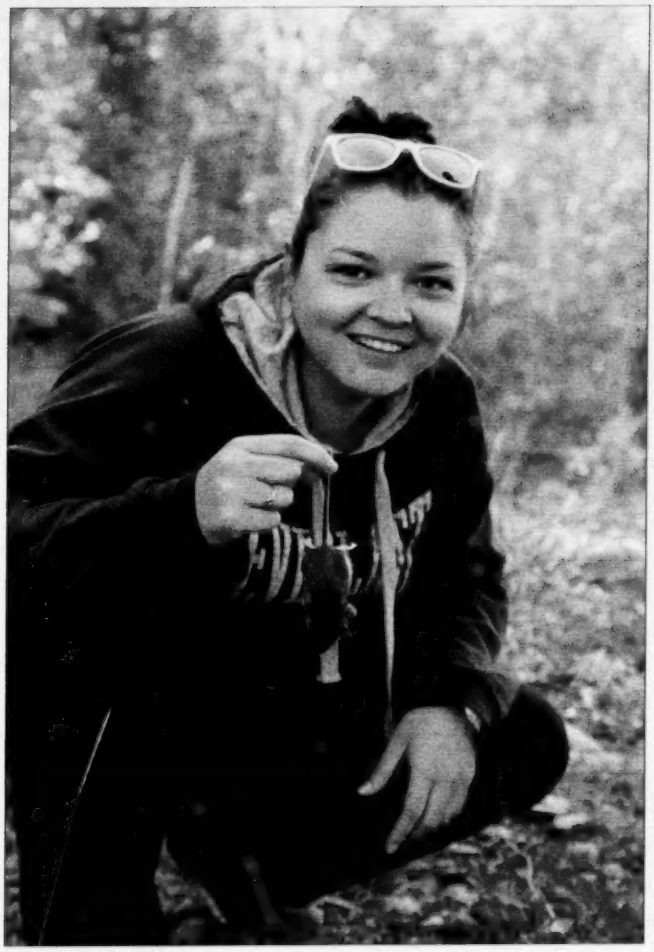
Students in the two-year diploma program attend several field camps, which are instructed by community Elders, regional experts, and Aurora College staff in a manner designed to integrate scientific methodology with Traditional Knowledge. Partnerships with both industry and government continue to be strong, and these provide much added value to academic programming through direct involvement in classroom activities and field work. Employability remains strong across the territory for graduates; a handful have chosen to work seasonally to pursue Bachelor of Science degrees. Enrolment and student retention continues to increase with 12 students continuing into second year and first year applications at Thebacha Campus remaining at 12 to 15. Six students received their diplomas in 2016, most of whom are employed in the field with industry, government and Aboriginal organizations.

ENRTP - Aurora Campus

There was no program offered at Aurora Campus in 2015-2016 as the program operates on a three-year cycle, with 2015-2016 offering the Access program, which academically prepares students to enter the diploma program. The next intake at Aurora Campus will be September 2016.

ENRTP - Thebacha Campus

Field camps continue to be a highlight for students. During the summer field camps at Tsu



Hands-on study of small mammals at Summer Field camp.

Limnology is part of the ENRTP curriculum.

Lake, students develop skill sets in limnology, water sampling, forestry, geology and ecology, and map and GPS navigation techniques. Local Elders, such as Jane Dragon, make a significant impact on students at Tsu Lake with their traditional skills demonstrations and teachings. First year students travel the Talston River for a multi-day canoe and portage trip.

Every year ENRT students at Thebacha Campus complete a Winter Field Camp as a culmination of their studies. They are able to apply the skills they have learned in the classroom in a practical setting on the land, and work with wildlife with local hunter Magloire Paulette. In 2015-16, population analyses and segregation methods were conducted on muskox by qualitative observation and aerial surveys. Students also spend two nights demonstrating their on-the-land emergency skills such as shelter building and survival techniques.

In addition to regular studies, students are trained in firearms, first aid, and boat safety. As a final project , and using the skills they learn during the year, students complete a self-directed research project in consultation with instructional staff, and collaborative Aboriginal, industry, and government partners.

Community Based Training

The Environmental Monitor Training Program delivered in partnership with local communities and industry, and trains participants to work with private industry, government agencies and environmental organizations such as land and water boards. It was not offered in 2015-16.

School of Business & Leadership

The School of Business and Leadership offers the Business Administration (BA) Program, the Office Administration (OA) Program, and the Northern Leadership Development Program (NLDP).

Graduates of the BA and OA programs are highly sought after as employees by Aboriginal Governments, the GNWT, the Government of Canada, businesses (large and small), and non-profit organizations. The NLDP provides leadership training for employees of business and industry-related NWT organizations.

In order to ensure that Aurora College students continue to receive the most current business and administrative education, reviews of both the BA and OA programs were undertaken, beginning in 2013-14. Students, alumni, staff and employers participated in the review processes and worked to facilitate the design and development of a BA program and an OA program that would provide students with an education that would enable them to obtain relevant employment or to continue their education.

In 2015-2016, 30 percent of Aurora College graduates were enrolled in the School of Business and Leadership. A total of 18 Business Administration Certificates, nine Business Administration Diplomas, and four Office Administration Certificates were awarded at the spring convocation ceremonies in 2016.

10 students completed the NLDP program in 2015-2016.

The videoconferencing pilot project continued in 2015-2016 with four BA and OA courses offered using the technology. As the goal is to offer all BA and OA courses through videoconferencing in 2016-2017, much work was done evaluating the pilot project and preparing for the full implementation.

Faculty members continued to be involved in professional development initiatives and conferences in order to maintain and increase their academic and professional credentials. Two instructors were on Educational Leave in 2015-2016, working on their doctoral degrees. As well, one full-time casual instructor finished his PhD, while another started a PhD program. Pursuing graduate degrees ensures that instructors stay current in their fields of study and in educational practices so that they can design and develop relevant curriculum and provide stimulating learning experiences for their students. Instructors also attended a variety of continuing education conferences and completed mandatory GNWT training.

Three new instructors were hired in 2015-16: a full-time BA instructor for each of Thebacha and Yellowknife North Slave Campuses, and a full-time OA instructor at Thebacha Campus.

Business Administration

The BA program review was completed in early 2015 and implemented in September 2015. An Accounting Stream and a Work Experience Option have been added. The new first

year courses were introduced in 2015-2016, and new second year courses will be delivered for the first time in 2016-2017 at all three campuses. The current plan is to offer both years of the BA program at all campuses each year.

The BA program continues to attract a diverse group of students, both from within the NWT and international students. Graduates from BA in 2015-16 were from Aklavik, Behchoko, Fort Resolution, Fort Simpson, Fort Smith, Gameti, Inuvik, Whati, and Yellowknife. Currently, Aurora College receives a significant number of applications for the BA program, especially in Yellowknife, that cannot be accommodated.

Business Administration and Office Administration courses piloted video-conference technology in preparation for full implementation in 2016-17.

Office Administration

Thebacha Campus offered the OA Certificate program in 2015-16. Courses are designed to develop the skills required by employees to work in various types of offices and to emphasize the development of basic office and computer skills that will enhance the unique work environments of the north. Student participated in a four-week practicum to gain hands-on experience. OA graduates were from Fort Good Hope, Fort McPherson, Fort Smith, and Tulita.

A consultant was hired in 2014-2015 to assist in the review of the OA Program; the review was completed in 2015. The revised program was approved by the Board of Governors in February 2016. The new first year courses will be delivered in 2016-2017 and every second year after that. The second year courses will be delivered for the first time in 2017-2018 and will also be offered every other year. Beginning in 2016-2017, Aurora Campus and Thebacha Campus will deliver the OA Program.

Northern Leadership Development

The NLDP is designed for employees in "front line" positions in industry-related organizations in the NWT and is relevant to employees in supervisory or management roles, such as team leaders or supervisors. It consists of eight 21-hour modules which include: Personal Development/Coach Mentoring, Communication Skills, Effective Personal Leadership, Effective Team Leadership, Managing in the Middle, Problem Solving and Decision Making, Culture and Diversity in the Workplace, and Conflict Resolution. The NLDP was significantly revised in 2015-2016; the new modules will be introduced in 2016-2017.

The NLDP was first delivered in 2011-2012, with 23 participants from various industrial related positions with NWT organizations. Since then, a further 45 participants have completed the program. The fifth offering, with a cohort of 10 participants, concluded in June, 2016.

School of Education

Aurora College School of Education regularly offers the following programs: Aboriginal Language and Culture Instructor Diploma, Bachelor of Education, Certificate in Adult Education, and Early Childhood Development Certificate.

University of Saskatchewan representatives Dawn Wallin (left) Associate Dean of Undergraduate Programs, Partnerships, and Research, and Chris Scribe, Director, Indian Teacher Education Program, present President Jane Arychuk with a star blanket to honour the long-term partnership between Aurora College and the University of Saskatchewan.

Aboriginal Language and Culture Instructor (ALCIP)

In partnership with the Sahtu Divisional Education Council and the Department of Education, Culture and Employment, the first year of a two-year, full-time diploma program was offered in Tulita. The classroom is situated in Chief Albert Wright School, which provides opportunities for learners to connect theory with practice. The six participants also serve as an example of life-long learning for the youth and the community. Across the NWT, a further 19 individuals are taking part-time ALCIP courses, which are delivered in conjunction with various divisional education councils. In 2015-16, six part-time courses took place in Fort Smith, Hay River, K'atl'odeeche, and Tulita. Two part-time students received certificates in 2015-16. In addition, evening language courses were offered in Fort Smith and Ndilo. These were well received and attended by both Indigenous and non-Indigenous participants.

Adult Education

The Certificate in Adult Education provides the skills and knowledge required to work with adult learners. It is delivered part-time through teleconference, primarily in the evening, with online computer support. There are no pre-requisites to enter the program. In 2015-16, six courses were delivered via teleconference and Moodle to 37 students. Two completed the Certificate requirements. Students represent a broad range of ages, careers, and home communities across the northern territories and in southern Canada.

Bachelor of Education

This distinctive degree program continues to support the growth and development of educators for the NWT who have a strong grounding in the traditions and cultures of the territory. The Bachelor of Education (BEd) is offered in cooperation with the University of Saskatchewan (U of S), and is recognized across the country. 2015-16 began with a four-day on-the-land classroom experience that brought together 26 students, instructors, and local Elders. Topics explored included decolonizing education, community relationships, leadership, traditional plants and medicines, traditional cooking and sewing, and Dene games. The shared experiences provided the pre-service teachers with an opportunity to reflect on actions they can take to ensure that culture and traditional teachings are incorporated into their role as an NWT teacher, as well as to identify areas they would like to develop and explore as they grow into their roles. Program staff presented on the experience at the University of Saskatchewan's Think Indigenous conference, which was attended by representatives from teacher educations programs across Canada. Aurora College's long-

The Honourable Alfred Moses, Minister of Education, Culture & Employment, celebrates with graduates of the Early Childhood Development Certificate Program in Inuvik.

standing partnership agreement for degree delivery with U of S was renewed. President Jane Arychuk was presented with a star blanket to honour the relationship. The BEd program has continued to evolve and move forward with programming and instruction that aligns with GNWT's Education Renewal Initiative.

Early Childhood Development

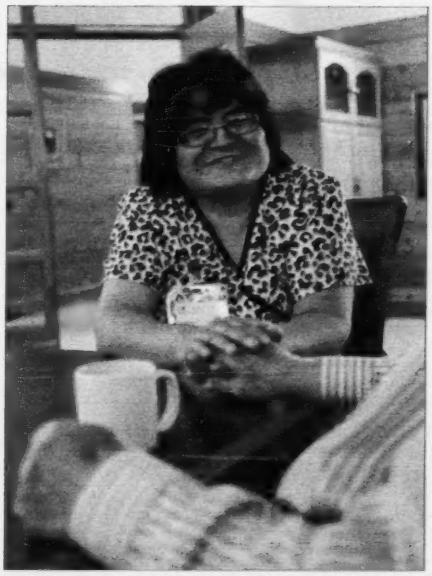
2015-16 marked the first time that a full-time face-to-face delivery of the Early Childhood Development program has been offered at Aurora Campus in Inuvik. This was made possible through a partnership with Beaufort-Delta Aboriginal Skills and Employment Strategy (ASETS), in response to a need for qualified Child Care Workers in the region. Nine students graduated and are currently working in the child care field in the Beaufort-Delta. The partnership will continue for a second year in 2016-17. In addition, the regular part-time delivery continues to be offered via teleconference. During 2015-16, 60 students completed one or more of the five distance education courses or the two workshops, which took place in Hay River and Yellowknife. A further 17 learners attended the Northern Puppet workshop. The program's play-based curriculum incorporates texts and materials which use Canadian content with Indigenous perspectives, including local traditional knowledge and cultures. Instructors strive to involve family and communities in the course content as much as possible and recognize the varied life experiences that students bring with them and share as part of their studies.

School of Health & Human Services

In 2015-16, the School of Health and Human Services included the following programs: Bachelor of Science in Nursing, Personal Support Worker Certificate, Post-Graduate Certificate in Remote Nursing, Social Work Diploma, and Community Health Representative Certificate.

Bachelor of Science in Nursing

The Bachelor of Science in Nursing (BSN) program continues to offer an evolving and dynamic program that allows graduates to work as leaders in the health care system. In 2016, the program was granted a seven-year accreditation from the Canadian Association of Schools of Nursing, the national accrediting body for schools of nursing in Canada, along with the University of Victoria, Selkirk College, and Camosun College, and College of the Rockies. BSN faculty have been working closely with the University of Victoria and College Partners to respond to the Truth and Reconciliation Commission's calls to action ensuring the BSN program continues to support Indigenous students and facilitate their success. In response to the national NCLEX-RN licensing exam, the program has implemented the use of test preparatory products and computerized testing in some courses to promote the continued high pass rate on this high-stakes examination. The BSN program continues to partner with practice agencies across the north, especially Stanton Territorial Health Authority, to offer diverse placements in acute, critical and outpatient care. New simulations have been developed and positively reviewed by students in the area of community care, mental health, and team-based care. Plans are underway to implement a peer support BSN program in 2016-17. The need for peer mentoring/support was assessed by a group of third-year nursing students as part of their Nursing Practice VI Course. The BSN program continues to embrace inter-professional education in its work with the Aurora College Social Work and Personal Support Worker programs. The program is currently working with students and stakeholders to develop a new strategic plan with the vision of nursing excellence in the Northwest Territories, through its mission of providing leadership in nursing education to advance the health and healing of northern people.



Personal Support Worker Certificate program students gather on the job experience in nursing homes and hospitals.

Personal Support Worker

The Personal Support Worker (PSW) Certificate program provides opportunities for students to learn personal care and basic assessment skills to provide holistic care to individuals in their communities. Graduates may find work in a variety of health care settings, and work as part of a health care team that includes nurses, physicians, occupational therapists, physical therapists, and others.

PSW - Aurora Campus

Sahtu Region Health & Social Services partnered with Aurora College to offer this program for a second year at Aurora Campus in Inuvik, to meet anticipated demand for qualified workers at the new extended care facility being built in Norman Wells. Among the 12 graduates were students from the North Slave, Sahtu, Beaufort Delta and the Eastern Arctic regions. Students from Fort Good Hope, Colville Lake, and Fort McPherson completed the final practicum in their home communities. Students embraced the program's strong theme of partnering and advocacy with core principles of dignity, independence, preference, privacy, and safety. They were able to build independent competencies with reflective practices by integrating theory and practice within settings such as Long Term Care, Acute Care, Charlotte Vehus, Home Care and Public Health. Certifications in CPR/First Aid, WHIMIS, Applied Suicide Intervention

Skills Training, Non-Violent Crisis Intervention, Fire Safety and Social Media Safety were completed. Workshops and speakers presented: Traditional Medicine, Cultural integration of Grief/Trauma, Pharmacy, and Expressive Arts Therapy. Several graduates found employment shortly after finishing the program. Three 2014-15 graduates assumed an active Preceptor role for students in 2015-16.

PSW - Yellowknife North Slave Campus

Graduates of the program this year were from Yellowknife, Lutselk'e, Hay River, Tulita, Fort Good Hope, Behchoko, Fort MacPherson, and Rankin Inlet, Nunavut. Practicum experiences included the Extended Care Unit, Medicine, and Surgery units at Stanton Territorial Hospital, Aven Manor and Cottages, Yellowknife home care, the Salvation Army mental health support systems program, Jimmy Erasmus Seniors' Home in Behchoko, and Rankin Inlet home care. As in previous years, students had opportunities for interdisciplinary collaboration with nursing students and participated in a simulation lab. They attended Elders in Motion, Supportive Pathways, and a workshop provided by Avens and Alberta Health Services about supports for individuals with dementia. Students were enthusiastic about information acquired from guest speakers, who provided perspectives on topics ranging from vision loss to parenting children with developmental disabilities. Thirteen students participated in the convocation ceremonies in April.

Post Graduate Certificate in Remote Nursing

The Post Graduate Certificate in Remote Nursing program is offered in collaboration with the Department of Health and Social Services. The program will prepare Registered Nurses to function in an expanded practice role as community health nurses in some of Canada's most isolated regions. The remote nursing certificate is a 15-credit, one-year program, and had its first intake in January 2016. The program is fully subscribed, and the response from students and prospective students has been positive. It is offered in combined delivery format, primarily by distance, utilizing web-based Moodle and teleconference classes, and included a three-week on-site component in Yellowknife. The on-site component meets the need for hands-on skill labs, specialty guest speakers, field trips and skill-based examinations.

Social Work

Applicants to the Social Work Diploma program came from communities across the NWT, including Behchoko, Gameti, Deline, Tulita, Fort Good Hope, Fort Smith, Hay River, Fort Resolution, Aklavik, Tuktoyaktuk, and Inuvik. Students explore cultural experiences and Traditional Knowledge through core courses and an on-the-land camp held in May. Students and faculty explored the Truth and Reconciliation Commission's Calls to Action through guest speakers and discussions, and John B. Zoe shared the Tlicho cosmology with respect to social policy making. Students also received training in Non-Violent Crisis Intervention. Learners and staff took lead roles on the campus Social Justice Committee. One notable social justice fundraising event was held with the community to support Syrian refugees. Aurora College continues to nurture the partnership with the University of Regina, Faculty of Social Work. This year, students engaged in a new registration system that allowed them better access to library and course management functions from a distance. Instructor Heather Fikowski traveled to Seoul, South Korea to present research findings on Intimate Partner Violence to an international social work conference. She also received the Canadian Association of Social Workers (CASW) Distinguished Service Award for her leadership in northern Canadian social work. Six students graduated and all were either hired into social work jobs or offered jobs with their field agency. Three students transferred to Yukon College to complete their Bachelor of Social Work (BSW), and the remainder plan to continue their work to attain a BSW by distance. Social Work students were well represented at the spring convocation as valedictorian and the recipient of the UNW Student Leadership Award.

School of Trades, Apprenticeship & Industrial Training

Apprenticeships

The purpose-built Trades training facilities at the Thebacha Campus allow individuals from throughout the NWT and elsewhere to participate in Apprenticeship, Heavy Equipment Operator (HEO), Mining, Observer Communicator, and other trades-related programming through the School of Trades, Apprenticeship & Industrial Training in Fort Smith. Apprenticeship programs include Levels 1, 2, 3, and 4 of Apprenticeship Carpenter; Levels 1, 2, and 3 of Apprenticeship Electrician (Construction); Levels 1 and 2 Apprenticeship Plumber/Gasfitter B, Oil Heat System Technician; and Levels 1 and 2 of Apprenticeship Heavy Equipment Technician and Housing Maintainer. Aurora College has a long history of delivering trades training in the NWT, and it continues to be an area of tremendous student success. For example, in 2015-16, 31 of 34 Carpentry programs students, 31 of 32 Electrician program participants, 14 of 14 Plumber/Gasfitter B program learners, and 14 of 14 Heavy Equipment Technician program 14 students successfully completed.

Heavy Equipment Operator students train on various pieces of heavy machinery to prepare for employment. Three deliveries took place at Thebacha Campus in 2015-16.

Heavy Equipment Operator

Due to equipment requirements, the HEO programs are normally based in Fort Smith. However, in response to local need and labour market requirements, HEO programs have been delivered in other NWT communities if funding and appropriate equipment are available. The HEO programs include the 15-week Heavy Equipment Operator, the eight-week Abridged Heavy Equipment Operator and the nine-week Introduction to Heavy Equipment Operator. This year, 24 students participated in two regular offerings of the HEO Program, 23 completed. An extra Heavy Equipment Operator program was held at Thebacha Campus with funding from the GNWT Department of Transportation and the Skilled Partnership Fund, through the Mine Training Society. Twelve students received 185 hours of training on each of two pieces of heavy equipment; 11 graduated.

Mine Training

2015-16 marked the beginning of a number of changes to Aurora College's mining programs. The process of moving existing mining programs – Introduction to Underground Mining and Underground Miner – from Yellowknife to Fort Smith was initiated. The equipment training location at a quarry near Yellowknife that has been used for a number of years for the Underground Miner Training program has been dismantled. The equipment was relocated to Fort Smith, where it will be housed with equipment used for Heavy Equipment Operator programs. The simulator which has been used in the mining programs will also be moved to Thebacha Campus. After a two-year hiatus, the Mineral Processing Operator Pre-Employment Training program was offered in Fort Smith with eight students and eight graduates. The six-week Introduction to Underground Mining Program was offered three times, once in each of Fort Smith, Deline, and Fort Good Hope. In Fort Smith, the 11 students who started the program completed it; in Deline four of seven students graduated; and in Fort Good Hope, four of seven students

completed. The 12-week Underground Miner Program was offered once in Yellowknife with 13 students and 12 graduates.

New Mining Programs

With funding from GNWT Department of Education, Culture and Employment through the Mine Training Society, two new mining programs were developed in 2015: Introduction to the Mining Industry and Surface Miner Training. Program development was guided by the active involvement of a Steering Committee comprised of representatives from the mining industry, including De Beers Canada (Snap Lake), Dominion Diamond Ekati Corporation, Diavik Dominion Mines (2012) Inc., and the NWT Mine Training Society.

Introduction to the Mining Industry can be offered in communities as required and as funding is available. Surface Miner Training will be delivered at Thebacha Campus as it requires the use a simulator and specific heavy equipment. With funding from CanNor, the Mine Training Society provided Aurora College with cab simulator modules for a haul truck and a front end loader for the Surface Miner Training program; the two cab modules are interchangeable on the simulator platform. A successful pilot offering of Introduction to the Mining Industry took place at Thebacha Campus with nine of 10 students completing the program.

Corporate Donations

During the 2015-16 academic year, Aurora College was the recipient of equipment donations from the three major mining companies in the NWT. The Mine Training Society and Aurora College held a celebration to thank DeBeers Canada, Diavik Dominion Mines (2012) Inc., and Dominion Diamond Ekati Corp. for the donation of a haul truck, scoop tram, and a Toyota multi-utility vehicle. Dominion Diamond Ekati Corp. also donated a grader for use in mining programs.

Observer Communicator

In the 2015/16 academic year, the Observer Communicator program was offered four times under the new schedule for the program requested by the funder, NAV Canada. There were a total of 17 graduates.

Trades Awareness Program

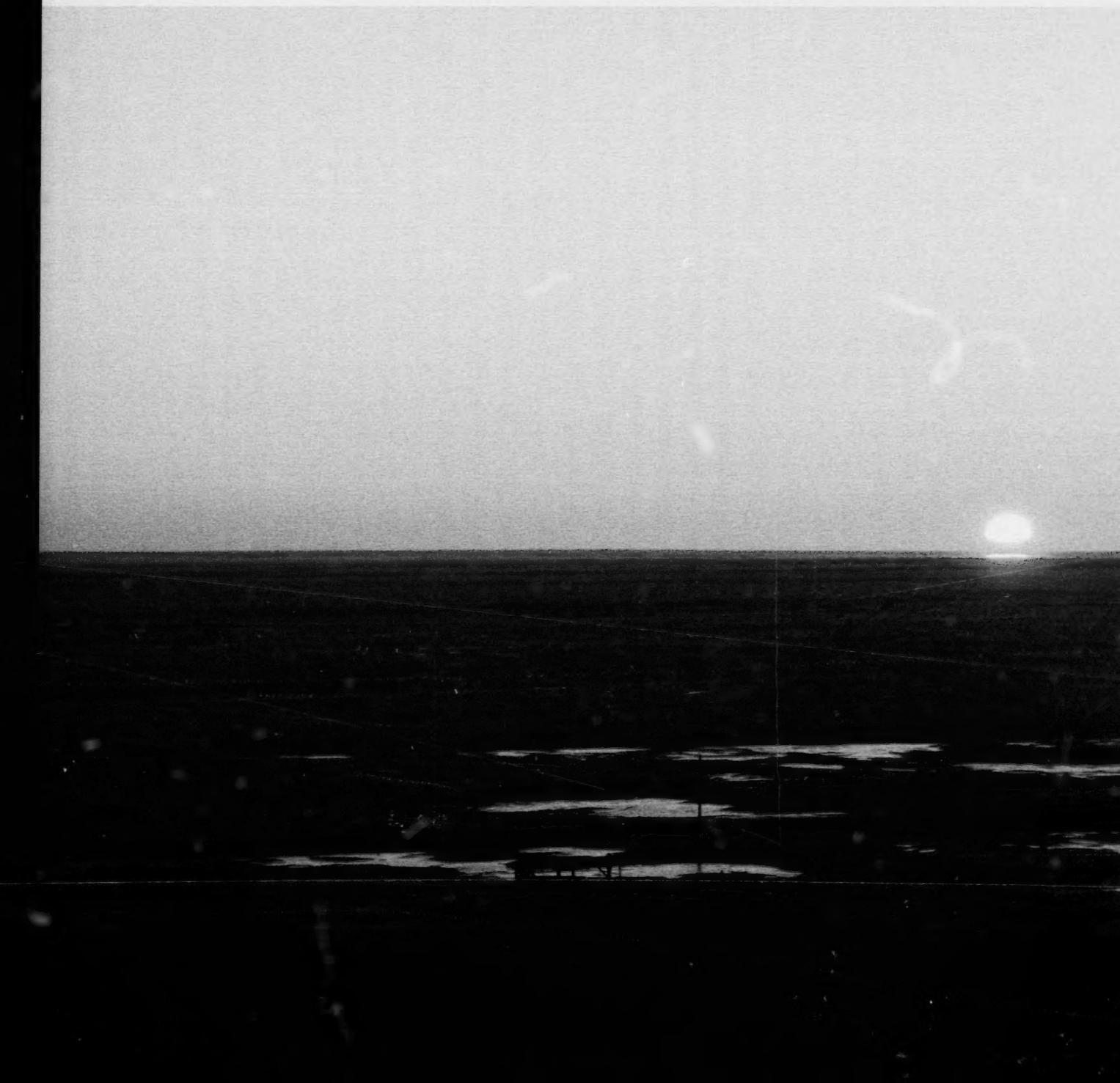
Aurora College continues to welcome groups of junior and senior high school students and their chaperones to Thebacha Campus for the Introductory and Intensive Trades Awareness Programs (TAP). The College has partnered with South Slave Divisional Education Council and South Slave ECE Service Centre since 2005 to bring their students to the campus to experience college life and be introduced to the trades. 2015-16 marked the first time students from outside of the South Slave region participated, as a new partnership with the Dehcho Divisional Education Council and Dehcho ECE Service Centre was created. The Introductory component has students spend one day in each of four trades, while in the Intensive portion, students spend four days in one trade of their choice. In 2015-16, the Introductory programs attracted 22 Dehcho and 47 South Slave students, and the Intensive sessions saw 12 Dehcho students and 29 South Slave students returning. Other funding partners for Trades Awareness are Dehcho First Nation, DehCho ASETS, and the Department of Industry, Tourism and Investment.

Aurora Campus

The Mobile Trades & Technology Lab was on the road in the Beaufort-Delta. In Aklavik, the MTTL was used to deliver a Small Engine Repair course, while it served as a classroom and shop for the Building Trades Helper program in Tuktoyaktuk.

NWT's mining sector hires directly from Aurora College programs for various positions.

Community & Extensions Division



Access Program Redesign

Based on the findings of the 2014 Access Review, the seven former Access Programs have been streamlined into two: University and College Access Program (UCAP) and Occupations and College Access Program (OCAP), which will be piloted for three years, beginning in 2016-17. The Access Programs Redesign Project was developed using an evidence-based planning process. Between October and December 2015, Community and Extensions division managers, ALBE instructors, and community adult educators who were directly involved in Access and ALBE were invited to provide feedback about the new Access Programs, specialty courses, Access Program logic model, and learner screening package. An Access Programs Communication Plan was created and implemented for internal and external communication about the changes. The plan incorporated a variety of items and activities, including brochures, posters, fact sheets, videos, PowerPoints, news releases, advertising, recruitment events, and staff training/ presentations. As well, in June 2016, Access specialty course outlines – for delivery in 2016-17 – were completed and submitted for approval. The Access Program Redesign Project team was recognized with the 2016 Aurora College Board of Governors' Innovation and College Improvement Award. Once the three-year pilot has been completed, the redesigned Access Programs will undergo a stringent evaluation to ensure they are effective and meeting both learner and institutional needs. Program evaluation will take place in 2018-19 using a performance measurement framework and an evaluation framework that have been drafted for this purpose.

Former Nursing Access student Claire Brooks has transitioned into the Bachelor of Science in Nursing Degree program at Yellowknife North Slave Campus.

Community Programming

Each year Aurora College delivers academic upgrading, access and community programs at three campuses and 23 Community Learning Centres throughout the NWT. Aurora College works with local educators and itinerant instructors to provide adult upgrading or other skills-based programs.

Akaitcho and South Slave Regions

In 2015-16, a strengthened team-based approach and innovative programming were implemented to meet the challenges and opportunities of delivering education and training programs in the region. This involved ongoing assessments of staff skills and successful program deliveries to enable the region's adult educators to share best practices within the team and with colleagues across the territory. One highly successful program approach to emerge from this collaboration was the practice of augmenting Literacy and Essential Skills

(LES) courses to tailor them to local employment needs. For example, in Lutselk'e, Hay River, and Fort Resolution, adult educators secured extra funding to include certified safety training within deliveries of the LES program Construction Labourer Basics. This blended approach of training alongside education has improved the employability of graduates, as well as developed their literacy and essential skills. The approach better prepares graduates for potential employment with the construction projects are scheduled in each community during the summer and fall.

A reduction in major economic drivers pushing development in the region has shifted the regional focus from running large scale training programs to strengthening the delivery of Adult Literacy and Basic Education programs, improving community needs assessments, delivering more safety training locally, and adding more career exploration and job seeking skills into existing programs. An example of the latter took place at K'atl'odeeche First Nation, where the adult educator delivered a month of goal setting and career exploration courses that continue to determine programming choices for that community. Greater involvement and planning with communities will continue in 2016-17.

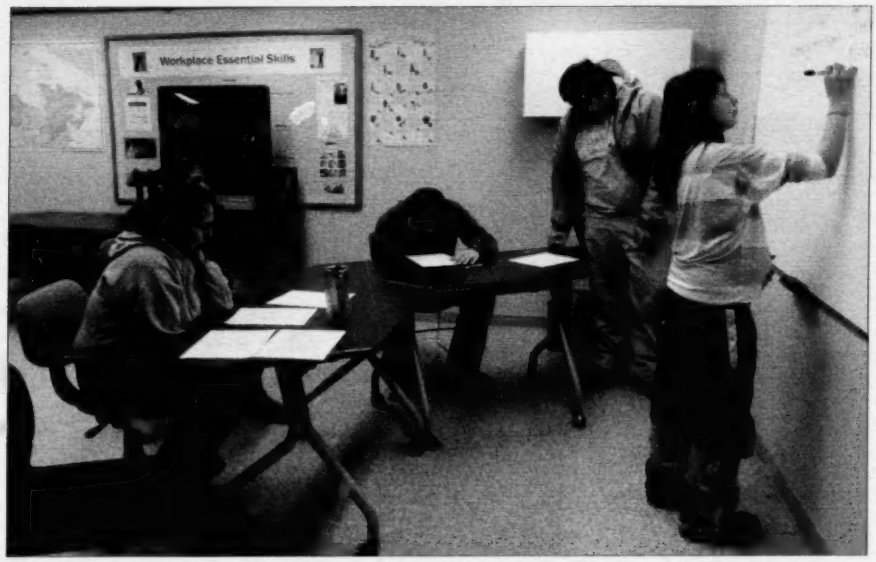
Literacy and Essential Skills courses, such as this Construction Labourer Basics class in Behchoko, help bring essential skills to NWT communities.

Beaufort-Delta Region

Increased co-operation with schools in the region is a continuing trend. The Alex and Hope Gordon Learning Centre in Aklavik has developed a model where adults learners, along with existing high school students, are able to take courses they need to qualify for high school graduation or to be accepted into post-secondary programs, including those available through Aurora College. In 2015-16, three Aklavik adult learners completed their high school requirements through the Learning Centre, and more are expected to complete in the near future. Community interest in basic and vocational training remains high. The following courses were offered: Construction Labourer Basics in Aklavik and Fort McPherson; Small Engine Repair in Aklavik; Traditional Arts Certificate in Aklavik; Country Foods Processing - a partnership with Inuvialuit Regional Corporation government departments - in Inuvik. Participation and completion rates for these deliveries were high. Short courses such as driver training, first aid, WHMIS, Transportation of Dangerous Goods by Ground (TDG), and non-restricted firearms safety were well subscribed.

Dehcho Region

The Dehcho Regional Training Committee - comprised of Aurora College, GNWT departments, regional community representatives, employers, and funders such as ASETS and ECE - has initiated work on a three-year training plan, making community consultations and stakeholder collaboration the focus in 2015-16. Two workshops - Planning and Funding Your Post-Secondary Education and Writing for Post-Secondary Education - were developed and delivered in the small communities in response to community needs. Communities and learners have shown interest in the new University and College Access and the Occupations and College Access programs. In addition to ALBE, Literacy and Essential Skills courses and numerous employment-related continuing education courses were delivered at the learning centres in Fort Providence, Fort Simpson, and Fort Liard. Courses offered include Introduction to Retail and Customer Service, Ready to Work NWT/Construction Labourer Basics, Financial Literacy, Food Safety, Safety Boot Camp, Chainsaw Level 3,



Delivering programs in NWT communities allows Aurora College to reach individuals who are looking to prepare for further academic programs or learn skills to help enter or return to the workforce.

and Class 7 & 5 Driver Training. Open evening education programs were offered one night per week in Fort Simpson and Fort Providence to provide the opportunity for employed individuals to enhance their office administration and computer skills. Several courses were delivered in the smaller Dehcho communities, including Introduction to Computers, Microsoft 2013, and Proposal Writing. Youth-focused programs such as the Community Access Program, Never Board Game Club, and Red Cross Babysitting - which includes First Aid and Water Safety - have helped to transition youth to the Fort Simpson Community Learning Centre.

Sahtu Region

One measure of success in 2015-16 is that students from every learning centre in the Sahtu are continuing into an Access or certificate program with Aurora College. The team approach to teaching adopted by the adult educators has played a significant role in the region's increased capacity and quality of education available. This year, core courses were taught by teleconference, including math 130, English 130, English 140, trades math preparation, and trades science preparation. With the integration of online tools, the number of students enrolled and completing has increased. Learning centres also offer 110/120 level courses, Literacy and Essential Skills courses and non-credit programming. The winter road season continues to be a challenge and continues to affect success rates in the second term. However, this has led the Sahtu learning centres to strategically plan the 2016-2017 academic year to improve winter outcomes. In addition to ALBE, learning centres in the Sahtu partnered with local funders to offer additional programs. Deline and Fort Good Hope ran Introduction to Underground Mining; ten students completed. Literacy and Essential Skills (LES) courses were once again offered, this year in conjunction with ITI, including tourism-focused Introduction to Retail and Customer Service in Deline, carpentry-focused Construction Labourer Basics in Norman Wells, and Introduction to Early Learning and Childcare and Start Your Own Small Business in Fort Good Hope and Deline. All LES courses had high completion rates. The Sahtu region continues to expand ways to meet communities' adult education needs and is exponentially increasing learners' completion and success rates.

Tlicho and Yellowknife Regions

In addition to ALBE, Tlicho and Yellowknife Regions continued to pilot new programs and courses in 2015-16. Whati Community Learning Centre participated in pilot delivery of distance learning Trades Math, which was initiated and developed in the Sahtu Region. Existing and new Literacy and Essential Skills (LES) courses were offered: Start Your Own Small Business and Introduction to Retail and Customer Service in Gameti; Ready to Work NWT in Gameti, Behchoko and Whati; and Construction Labourer Basics in Whati and Behchoko. The LES courses are popular with both students and instructors, and communities are eager to see more offered. A wide range of life skills and well-being workshops and courses were delivered in all four Tlicho communities, in response to identified community

requirements. These included Financial Literacy, Mental Health First Aid Northern Peoples, Standard First Aid, Personal Parenting, ASIST – Applied Suicide Intervention Skills and Training, Traditional Medicines, True Colours, Job Skills, Resume Writing, Class 7 Driver Training, and Traditional Foods Preservation. Aurora College participated in a series of community economic and skills development consultation meetings, facilitated by Tlicho Government and Dillon Consulting, as well as inter-agency meetings with stakeholders, partners, and community members. These collaborations sought to identify and plan for future training needs in anticipation of the planned construction of an all-weather road to Whati.

Yellowknife Literacy Outreach Centre (LOC) provides services to individuals from a diverse range of demographics and ethnicities. Demand has steadily increased for programs, which are delivered in partnership with NWT Literacy Council, Computers for Schools, Aven Manor, Baker Centre, YWCA, Yellowknife Association for Community Living, and Healthy Family Centre. Interest was strongest in computer skills and tutoring services. Other programs offered included Family Literacy and Book Club. Funding from Immigration, Refugees and Citizenship Canada (IRCC) for Language Instruction for Newcomers to Canada (LINC) and the Integration Service was extended for one year, to March 31, 2017. A notable change to the clientele was an increased number of Syrian refugees requiring support. The Integration Advisor also facilitated workshops to assist clients in preparing for the Canadian Citizenship written test and Citizenship ceremony, which they completed successfully. The Integration Advisor and Program Head attended inter-agency meetings providing information and support to groups sponsoring individual refugee families. The service, in partnership with LOC, also organized a successful multicultural potluck event for clients and their families, which was attended by approximately 85 people representing several nationalities.

Continuing Education

Aurora Campus

A new approach to Continuing Education delivery was introduced in the Beaufort Delta region in 2015-16. Existing regional staff and adult educators planned and delivered courses and workshops at Aurora Campus and in the communities. This model allows a fuller slate of courses – with an emphasis on employment-related skills development and personal development – to be delivered to more communities in a cost-effective manner. Examples of short, employment-related courses offered are Driver Training, First Aid, and Non-Restricted Firearm Safety. Several adult educators are taking steps to become facilitators of some of these courses to further increase efficiencies.

Another new development was the Country Foods Processing Course, delivered in partnership with the Inuvialuit Community Economic Development Organization (ICEDO); Education, Culture and Employment; and Industry, Tourism, and Investment. The pilot course ran in Inuvik, using a state-of-the-art mobile facility built and designed specifically for the Arctic and owned by ICEDO. Participants learned to professionally cut, dry, smoke, and grind local meats and fish, enhancing local self-sufficiency and creating potential for commercial opportunities. Additional offerings of this popular course within the Inuvialuit Settlement Region are planned for the 2016-17 academic year.

Thebacha Campus

A variety of partners were involved in planning and delivering 2015-16 courses and workshops through Thebacha Campus Continuing Education. Aurora College partnered with the Department of Industry, Tourism, and Investment to deliver a series of courses aimed at entrepreneurs and small businesses in Fort Providence, Fort Resolution, Fort Smith and Hay River, which included Board Member Training, Building an On-line Presence, Small Business Basics, and Tax Preparation. Thebacha Campus worked with Northwest Territory Metis Nation to offer a series of safety classes in Fort Resolution, Fort Smith, and Hay River, as well as a five-day Introduction to Environmental Monitoring course in Fort

Resolution and Fort Smith. Other programming included Standard First Aid, GNWT Food Safety, and professional development courses such as Project Management Fundamentals, and High Impact Business Writing. In all, nearly 300 people completed continuing education classes offered through the Thebacha Campus office in 2015-16.

Yellowknife North Slave Campus

Continuing Education students participating in workshops at Yellowknife North Slave Campus in 2015-16 totaled 1,036. Two offerings of the Leadership Certificate through Vancouver Community College drew 359 learners, while two series of the Project Management program attracted 260 participants. Professional development courses, such as Verbal Judo, Supervisory Skills, Effective Workplace Communication, Public Speaking, Training Others, Minute Taking, Tlicho Agreement, etc. brought in an additional 284 individuals. The Diploma in Supply Management saw 133 people take part in different workshops and classes. Twelve completed the entire program. The Continuing Education office in Yellowknife is also involved in coordinating the Northern Leadership Development Program, Certificate in Adult Education, Math 30-1, English 30-1, and Medical Terminology classes.

School of Developmental Studies

Student in the School of Development Studies participate in on-the-land camps to learn about Traditional Knowledge and cultures.

The School of Developmental Studies offers Adult Literacy and Basic Education (ALBE) and Access programming at the three campuses. ALBE includes six levels, ranging from basic literacy to coursework at the Grade 12 level. Access programs provide college preparation and academic prerequisites to allow students to enter and be successful in the various post-secondary programs offered at Aurora College. In 2015-16, six Access Programs were available – Business Administration, Environment & Natural Resources Technology, Nursing, Social Work, Teacher Education, and Trades – although not all were run at each campus. Several promotional videos were produced, featuring successful Access and ALBE students who have gone on to certificate, diploma, and degree programs at Aurora College.

Aurora Campus

In 2015-16, the Inuvik Learning Centre offered a full slate of Developmental Studies programs, including ALBE and Access programs – Nursing, Social Work, and Teacher Education. Several students successfully completed the diploma examinations in English, Biology, and Math. One student attained 97 percent on the English 30-2 diploma exam. In December, the Inuvik CLC offered its first half-day of cultural activities, which attracted 21 students. Elder Brian Rogers and Traditional Arts Instructor Gail Ann Raddi led the workshop, where students learned to create either a seal-skin broach or headband. A second cultural activities day was held in June and included a beading workshop, traditional Inuit games, and a lunch for the students and their families. Instructors at the Inuvik CLC worked to upgrade their own educations, with several enrolled in university courses in an effort to continue to bring excellence to their instruction and passion to their profession.

Thebacha Campus Developmental Studies Program 2015-2016

Thebacha Campus offered a variety of courses including

ALBE and five Access programs – Business Administration, Environment & Natural Resources Technology, Nursing, Teacher Education, and Trades. Students in Trades Access spent time with Journeymen instructors in Carpentry and Plumbing in addition to their academics. In all, 42 students completed Access programs. A total of 43 Developmental Studies students registered for the June diploma exams and 68 learners in ALBE received records of completion. Two cultural activities days for students and instructors were held on the land. Local Elders led workshops and demonstrations of traditional knowledge and skills, such as identifying medicinal plants, skinning muskrats, preparing traditional foods such as moose, duck, and bannock, setting up tents, snowshoeing, making fires, and Dene games. In addition, four instructors are working towards achieving their Master's degrees.

Yellowknife North Slave Campus

Yellowknife North Slave Campus offered courses in ALBE and four Access Programs – Business Administration, Nursing, Social Work, and Teacher Education. Courses in English 30-2, English 30-1, Biology 30, and Math 30-1 were delivered in the evening as part of the University College Education Prep (UCEP) Program through Continuing Education. Two students achieved their NWT Secondary School Diplomas (they are two of the featured students in the promotional videos). Early in the year, students and staff participated in a day-long on-the-land learning experience with local Elders, who demonstrated traditional skills and knowledge, such as teepee building, making dryfish, and storytelling. A "Northern Games Day", held in the spring, allowed students and staff to participate in a variety of Inuit and Dene games. Several instructors enrolled in courses to upgrade their knowledge and skills, including working on a Master's degree at Athabasca University, taking classes towards the Certificate in Adult Education with Aurora College, and attending a Dene Language conference in Yellowknife.

Northern Adult Basic Education (NABE)

The NABE Program is a multi-million dollar, multi-year program created by the Government of Canada, Canadian Northern Economic Development Agency (CanNor), to address the unique challenges faced by Northerners in participating in the labour market. This program includes educational activities that assist adult learners in achieving sufficient levels of literacy and essential skills (LES) to obtain a job or benefit from further training. The Program is being delivered by the three northern Colleges, Aurora College, Nunavut Arctic College and Yukon College from April 1, 2012, to March 31, 2016.

The overall impact of the NWT NABE program has been significant, with various projects within the program awarded or nominated for territorial and national awards, or nominated as best practices. For example: the NABE partnership between Aurora College and NWT Aboriginal Skills and Employment Training Strategy (ASETS), received the NWT Premier's Award for Collaboration; the Council of Ministers of Education Canada (CMEC) recognized NWT NABE and the Literacy and Essential Skills (LES) courses as national promising practices; the Community Learning Centres were nominated for an NWT Ministerial Literacy Award for the LES courses delivery process; CanNor cited Aurora College as having a best practice in terms of data collection, analysis, and reporting; and the NABE manager received the 2016 Aurora College Board of Governors' Service Quality Award.

Three new LES courses (Ready to Work NWT, Construction Labourer Basics, and Introduction to Retail and Customer Service) were piloted and evaluated in 16 communities. During the academic year, 275 adult learners participated in the new courses, and completion rates ranged from 71-81%, compared to average completion rates of 49% in ALBE courses. A survey of former ALBE and Access learners- the first of its kind – was conducted. Results showed 56% of former students from 2013-14 and 2014-15 acquired jobs after completing ALBE or Access programs. Work is underway on the Summative Evaluation of NWT NABE program, which will compile data on lessons learned, successes, and challenges of the NABE program. The evaluation will be used as a blueprint for enhancements to for ALBE programming.

Aurora Research Institute

Aurora Research Institute

As the research division of Aurora College, the Aurora Research Institute (ARI) facilitates and conducts research in the NWT and acts as a hub of northern knowledge. ARI advances the territory's research capacity through discovery, outreach and education at its three regional centres – the Western Arctic Research Centre in Inuvik, the South Slave Research Centre in Fort Smith, and the North Slave Research Centre in Yellowknife. Territory-wide research administration is provided by ARI headquarters, which is located in the Western Arctic Research Centre (WARC).

Strategic Planning

Since becoming a part of Aurora College in 1994, ARI has operated without a strategic plan to guide its activities. This has allowed the institute to take advantage of opportunities based on fit and capacity, however, it has also meant that ARI has operated without a structured decision-making process for selecting, designing and monitoring its initiatives. In the summer of 2015, ARI contracted Tait Communications and Consulting to assist in the development of a strategic plan that will guide the institute over the next decade. The plan was developed in consultation with ARI's stakeholders and the Aurora College Research Advisory Council, and will be widely distributed during the 2016-2017 academic year.

Support for College Research and Tri-Council Eligibility

ARI has recently supported the college in the development of two committees that provide oversight for research activities. The Research Ethics Committee reviews research on human subjects to ensure ethical standards are met, and the Animal Care Committee reviews the use of animals in instructional programs to ensure they are treated humanely. While both committees primarily serve Aurora College staff and students, they also provide services for external NWT research groups that don't have access to their own institutional committees. In 2014, these rigorous standards of research ethics and administration allowed Aurora College to become eligible to hold funds from two granting councils that are major sources of research funding in Canada: the Social Science and Humanities Research Council (SSHRC) and the Natural Science and Engineering Research Council (NSERC). This 'institutional eligibility' is a significant accomplishment for Aurora College, as it allows faculty and staff to access these funds and increases the College's ability to retain northern-based research capacity. It also represents a significant national recognition of the developing research capacity in the college and NWT. In the first half of 2016, college staff were successful in securing their first funding grants, including NSERC Connect and Engage Grants and a SSHRC Community and College Social Innovation Fund award.

ARI published the 30th annual Compendium of Research in the Northwest Territories in 2016, which details research in 2014.

30 Years of Compendium Publication

The Compendium of Research in the NWT is an annual publication of summary reports for all research licences and permits that were issued in the NWT. The compendia are a collaboration between the four NWT permitting bodies; ARI, the Prince of Wales Northern Heritage Centre, the GNWT Department of Environment and Natural Resources, and Fisheries and Oceans Canada. The compendium was first published in 1984, so the 2014 edition marked the thirtieth consecutive year that this resource was published. All editions are available on the ARI website, as well as in hard copy in the ARI library.

Licensing

ARI issued 202 NWT research licences in the 2015 calendar year (Fig. 1), which is one of the highest years on record. The physical sciences accounted for 40% of the issued licences (Fig. 2), followed by the social sciences (28%), and health (11%). All remaining fields (contaminants, biology, traditional knowledge, and engineering) collectively accounted for the remaining 22% of licensed NWT research projects.

Conducting Research

Many ARI staff are actively involved in research projects across the NWT. In 2015-2016, staff studied the use of indigenous seeds in revegetation efforts, diabetes prevention strategies, intimate partner violence, greenhouse feasibility in northern communities, and climate change. On-going monitoring programs included air quality, alternative energy potential (wind and solar), permafrost, and space science (monitoring of neutron fluxes and the aurora borealis). ARI staff have actively pursued funds and research grants from many territorial and federal sources in order to conduct new research projects.

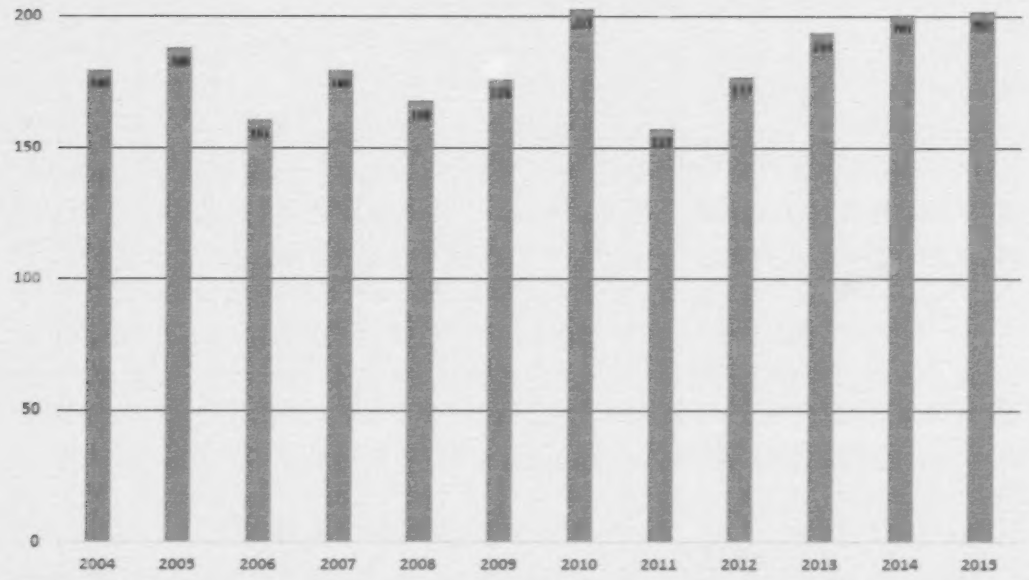
Research Logistics

ARI facilities supported researchers across the NWT. At WARC, the busiest facility, about 240 individual researchers used ARI's logistical services in 2015, including approximately 100 early-career researchers (college students, graduate students and post-doctoral fellows).

Science Outreach

In the 2015-2016 academic year, ARI staff facilitated a wide range of outreach activities at all three locations. The ConocoPhillips Scientific Speaker Series provided funds for northern researchers to travel to NWT communities and present their work to a range audiences that included students, youth, and community

The total number of NWT research licences issued by year, 2004-2015



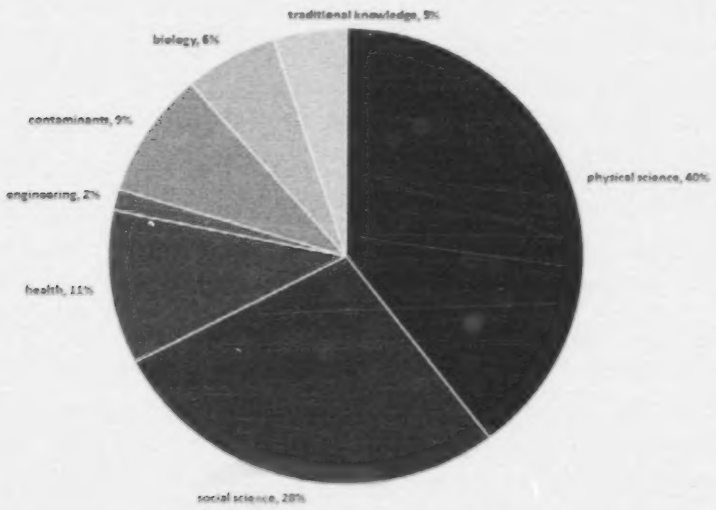
members. Topics over the past year included caribou population dynamics, the experiences of NWT cancer patients, and place-based learning using stories and maps. Other activities that were supported by the regional research centres included science fairs, research presentations, trade shows, public tours, and a youth robotics club. ARI staff also coordinated a Science Rendezvous event in partnership with the East Three Public Schools in Inuvik. Sixteen local organizations staged a total of 40 hands-on science demonstrations for the public; more than 300 school-aged children and their families took part in the event.

College Instruction

ARI staff continue to support instruction at Aurora College. ARI staff teach in the nursing, education, and Environment and Natural Resources Technology programs, and provide support for the college's on-the-land educational programming.

Aurora Research Institute participates in a University of Regina high altitude Balloon experiment with help of the community.

Breakdown of 2015 NWT research licences by discipline.



Student Support Services

Aurora College is proud of the variety and quality of supports provided to students at our three campuses.

Student Support Services

Admissions and Registration

The admissions/registration office at each campus is responsible for student admissions, registrations and course changes and maintaining student records. This office also issues marks, transcripts, certificates, diplomas, and all other documents of recognition.

Accommodation

Aurora College has single and family housing at all three campuses. The number and types of units are outlined in the table to the right

Campus Location	Type of Units	Total Number of Units
Aurora Campus	Single	30 Units
	Family	24 Units
Thebacha Campus	Single	62 Units
	Family	66 Units
Yellowknife North Slave Campus	Single	16 Units
	Family	48 Units

Student Success Centres

As part of an overall student success initiative, each of the Aurora College campuses has a Student Success Centre. These centres are equipped to assist students in achieving personal and academic success at the College. The Student Success Centres provide academic assistance to students in the form of tutoring, workshops and career counselling.

Counselling

Aurora College has trained counsellors at all three campuses to assist students with personal and other matters. In addition to one-on-one services, the counsellor offers workshops and presentations, assistance in finding on-line and community resources, and self-help materials.

Computer Labs

Aurora College students have access to modern, well-equipped computer labs at all three campuses. Most of the 23 Community Learning Centres also have computer labs and/or workstations. In addition, Aurora College students are assigned a "myauroracollege" email account. This email service enables students and instructors to connect, and also provides an email address to students for their personal use.

Library Services

Aurora College maintains libraries at each of the three campuses and at the Aurora Research Institute. Libraries support students and staff with a full range of library services. Library collections across the three campuses include more than 25,000 books, periodicals, subscriptions, videos, Canadian and government documents, pamphlets, and CD-ROM and web-based resources. Internet access and interlibrary loan services are available at all campus locations.

2015 - 2016 Enrolment

Enrolments for the 2015-16 Academic Year are shown on the opposite page. Previous year enrolments are shown for comparative purposes.

Student enrolments are converted to Full Time Equivalents (FTEs). Full-time equivalents are a way of standardizing student counts to compare enrolment from year to year, program to program, and institution to institution. Typically, 1 FTE represents 1 student enrolled in a full course load in a program for 1 academic year. Full-time and part-time students are converted to FTEs based on the proportion of a full program load they are studying. Full-time students must be enrolled in at least 60% of a full program load, in a program that lasts 12 weeks or more. Part-time students are students who do not meet that minimum threshold.

Up until 2014-15, part-time students were converted to FTEs by totaling all courses taken by part-time students and dividing by 10. Apprenticeship programs were an exception; the ratio used was 4 courses per 1 FTE. However, recent changes in the number of courses offered in several programs has resulted in some inaccuracies in calculations. Research was conducted into how other institutions calculate FTEs, and modifications have been made.

The revised method of calculating FTEs is based on course hours rather than the number of courses. This eliminates over- or under-reporting due to differing lengths and number of courses. The ratio of enrolment to FTEs will be based on the full program load for a student's program. For example, 1 FTE may be given for a full program of 450 hours over two semesters. A student who enrolls in 360 hours of classes in that program will equal 0.8 FTE (360 divided by 450). Apprenticeship students will equal 0.5 FTE per 240 hours of courses.

Enrolment Information

Student Enrolment by Campus - Full Time Equivalency

Campus	2015-16	2014-15	2013-14	% Change 15-16	% Change 14-15	% Change 13-14
Aurora	199.6	235.9	224.0	-15%	5%	-4%
Thebacha	358.2	360.0	398.3	-1%	-10%	10%
Yellowknife North Slave	308.6	300.9	325.9	3%	-8%	-4%
Total College	**866.4**	**896.8**	**948.2**	-3%	-5%	2%

Full Time Equivalent Students by Location by Program Division

School/Division	15-16	14-15	13-14	% Change 15-16	% Change 14-15	% Change 13-14
Continuing Education	105.2	114.1	76.3	-8%	50%	20%
Developmental Studies	371	412.1	410.5	-10%	0%	9%
Arts & Science	33.1	41.4	47.9	-20%	-14%	16%
Business & Leadership	47.3	57.7	95.4	-18%	-40%	-10%
Education	64.2	59.2	49.2	8%	20%	-20%
Health & Human Services	152.2	140.5	130.6	8%	8%	-24%
Trades, Apprenticeship & Industrial Training	93.4	71.8	138.3	30%	-48%	24%
Total	**866.4**	**896.8**	**948.2**	**-3%**	**-5%**	**2%**

Student Enrolment by Campus (student count)

Campus	15-16 FTE	15-16 PTE	14-15 FTE	14-15 PTE	13-14 FTE	13-14 PTE	% Change 15-16 FT	% Change 15-16 PT	% Change 14-15 FT	% Change 14-15 PT	% Change 15-16 Total	% Change 14-15 Total
Aurora	89	693	124	912	131	528	-28%	-24%	-5%	73%	-25%	57%
Thebacha	190	988	190	948	257	812	0%	4%	-26%	17%	4%	6%
Yellowknife	174	781	185	731	221	710	-6%	7%	-16%	3%	**4%**	**-2%**
Total College	**453**	**2462**	**499**	**2591**	**609**	**2050**	**-9%**	**-5%**	**-18%**	**26%**	**-6%**	**16%**

(Source: Registrar - Student Records System)

AURORA COLLEGE SPRING CONVOCATION 2016

School of Arts & Science

Environment & Natural Resources Technology Diploma – 6
Traditional Arts Certificate - 3

School of Business & Leadership

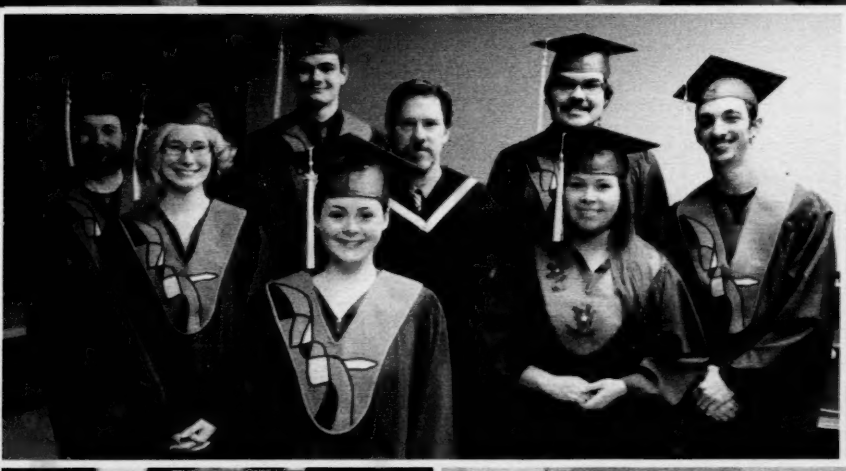
Business Administration Certificate – 19
Business Administration Diploma – 9
Office Administration Certificate – 4

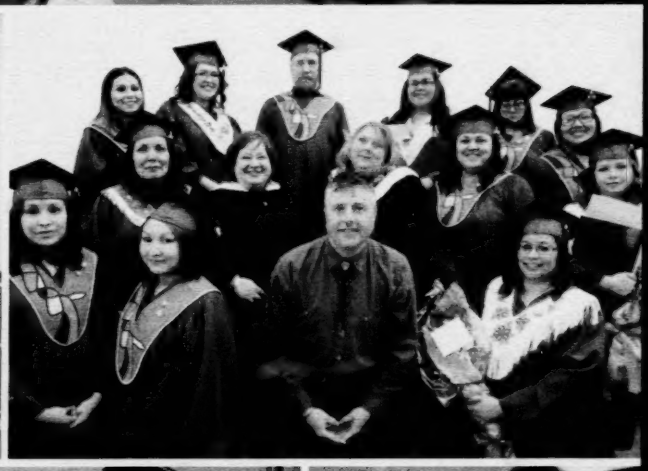
School of Education

Aboriginal Language & Cultural Instructor Certificate - 2
Certificate in Adult Education - 2
Early Childhood Development Certificate – 11
Bachelor of Education – 6

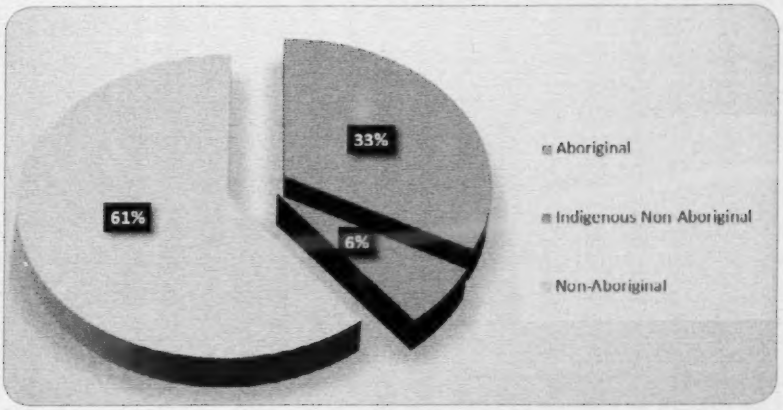
School of Health & Human Services

Community Health Representative Certificate – 2
Personal Support Worker Certificate – 26
Social Work Diploma – 4
Bachelor of Science in Nursing – 11



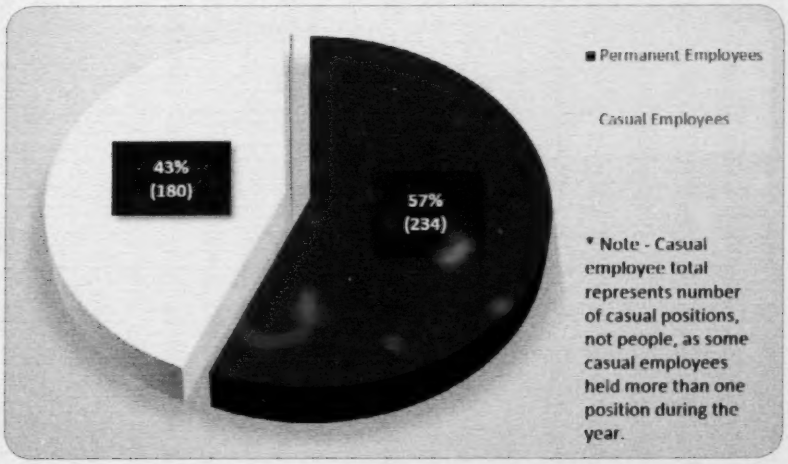


Supplementary Information



2015-16 Employees by Priority Status
at February 28, 2016

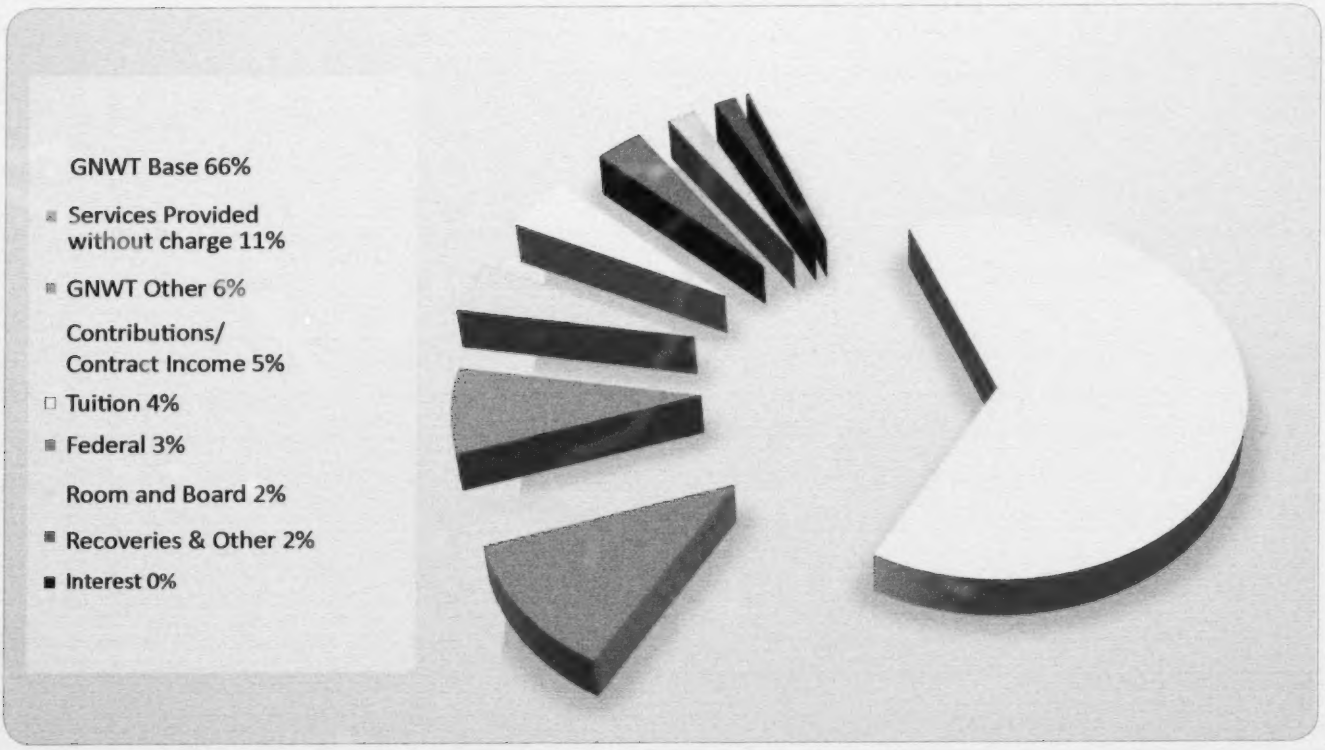
Aboriginal: 33%
Indigenous Non-Aboriginal: 6%
Non-Aboriginal: 61%


43%
(180)
57%
(234)
Permanent Employees
Casual Employees
* Note - Casual employee total represents number of casual positions, not people, as some casual employees held more than one position during the year.

2015-16 Employees by Employment Type
at February 28, 2016

Permanent Employees: 234
Casual employees: 180

2015-16 Revenue by Source



AURORA COLLEGE

Audited Financial Statements

June 30, 2016

INDEPENDENT AUDITOR'S REPORT

To the Minister of Education, Culture and Employment

Report on the Financial Statements

I have audited the accompanying financial statements of Aurora College, which comprise the statement of financial position as at 30 June 2016, and the statement of operations and accumulated surplus, statement of change in net financial assets and statement of cash flow for the year then ended, and a summary of significant accounting policies and other explanatory information.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with Canadian public sector accounting standards, and for such internal control as management determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

My responsibility is to express an opinion on these financial statements based on my audit. I conducted my audit in accordance with Canadian generally accepted auditing standards. Those standards require that I comply with ethical requirements and plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

I believe that the audit evidence I have obtained is sufficient and appropriate to provide a basis for my audit opinion.

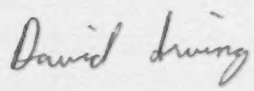
Opinion

In my opinion, the financial statements present fairly, in all material respects, the financial position of Aurora College as at 30 June 2016, and the results of its operations, changes in its net financial assets, and its cash flows for the year then ended in accordance with Canadian public sector accounting standards.

Report on Other Legal and Regulatory Requirements

As required by the *Aurora College Act* of the Northwest Territories, I report that, in my opinion, the accounting principles in Canadian public sector accounting standards have been applied on a basis consistent with that of the preceding year.

Further, in my opinion, proper books of account have been kept by Aurora College and the financial statements are in agreement therewith. In addition, the transactions of Aurora College that have come to my notice during my audit of the financial statements have, in all significant respects, been in accordance with the *Financial Administration Act* of the Northwest Territories and regulations, the *Aurora College Act* and regulations and the by-laws of Aurora College.



David Irving, CPA, CA
Principal
for the Auditor General of Canada

24 November 2016
Edmonton, Canada

AURORA COLLEGE

MANAGEMENT'S RESPONSIBILITY FOR FINANCIAL REPORTING

The financial statements of the Aurora College (the "College") and all information in this annual report are the responsibility of the College's management and have been reviewed and approved by the Board of Governors. The financial statements have been prepared in accordance with Canadian public sector accounting standards and include some amounts that are necessarily based on management's best estimates and judgment. Financial information presented elsewhere in the annual report is consistent with that contained in the financial statements.

In discharging its responsibility for financial reporting, management maintains and relies on financial and management control systems and practices which are designed to provide reasonable assurance that transactions are authorized and recorded, proper records are maintained, assets are safeguarded, and the College complies with applicable laws. These controls and practices ensure the orderly conduct of business, the timely preparation of reliable financial information and adherence to the College's statutory requirements and policies.

The Board of Governors is responsible for ensuring that management fulfills its responsibilities for financial reporting and internal control and exercises this responsibility through the Finance Committee of the Board, which is composed of a majority of members who are not employees of the College. The Finance Committee meets regularly with management and the external auditors. The external auditors also have full and free access to the Finance Committee.

The College's external auditor, the Auditor General of Canada, audits the financial statements and issues his report thereon to the Minister of Education, Culture and Employment.

Jane Arychuk
President

Kathy Lepine
Standing Acting
Director of Finance/Chief Financial Officer

Fort Smith, Canada
November 24, 2016

AURORA COLLEGE
STATEMENT OF FINANCIAL POSITION
as at June 30, 2016
(in thousands of dollars)

	2016	2015
Financial assets		
Cash	$ 9,060	$ 8,848
Accounts receivable (Note 3)	1,673	2,220
	10,733	11,068
Liabilities		
Accounts payable and accrued liabilities	898	1,366
Payroll liabilities	1,262	1,398
Deferred revenue	339	244
Due to the Government of the Northwest Territories	730	1,816
Employee future benefits (Note 4)	2,170	2,270
Professional development fund (Note 5)	2,031	1,946
	7,430	9,040
Net financial assets	**3,303**	2,028
Non-financial assets		
Prepaid expenses	571	655
Tangible capital assets (Note 6)	4,802	5,114
	5,373	5,769
Accumulated surplus (Note 7)	**$ 8,676**	$ 7,797

Contingent liabilities and commitments (Notes 11 and 12)

The accompanying notes are an integral part of the financial statements.

Approved by the Board:

Kathy Tsetso
Chairperson of the Board

Mary Beckett
Chairperson of the Finance Committee

AURORA COLLEGE
STATEMENT OF OPERATIONS AND ACCUMULATED SURPLUS
for the year ended June 30, 2016
(in thousands of dollars)

	2016 Budget	2016 Actual	2015 Actual
Revenues			
Government contributions (Note 8)	$ 32,936	$ 33,404	$ 32,518
Other contributions			
Services provided without charge (Note 10)	5,000	5,730	6,006
Government of the Northwest Territories	3,549	3,274	3,856
Other third party contributions	2,721	2,558	2,312
Government of Canada	1,730	1,663	2,473
Own source revenues			
Tuition fees	815	1,836	1,732
Recoveries and other	339	1,269	1,026
Room and board	778	798	794
Interest income	95	104	113
	47,963	50,636	50,830
Expenses			
Financial and accounting services	2,164	1,966	2,265
Pooled services	7,476	5,169	5,012
Student services	10,245	10,512	10,808
Education and training	17,165	18,970	20,020
Community and extensions	9,708	10,450	11,362
Aurora Research Institute	2,345	2,691	2,478
	49,103	49,758	51,945
Annual surplus / (deficit)	(1,140)	878	(1,115)
Accumulated surplus at beginning of year	7,797	7,797	8,912
Accumulated surplus at end of year	$ 6,657	$ 8,675	$ 7,797

The accompanying notes are an integral part of the financial statements.

AURORA COLLEGE
STATEMENT OF CHANGE IN NET FINANCIAL ASSETS
for the year ended June 30, 2016
(in thousands of dollars)

	2016 Budget	2016 Actual	2015 Actual
Annual surplus / (deficit)	$ (1,140)	$ 878	$ (1,115)
Acquisition of tangible capital assets	-	(693)	(738)
Write-off of tangible capital assets	-	-	101
Disposal of tangible capital assets	-	76	-
Amortization of tangible capital assets	451	929	1,052
	451	312	415
(Increase) decrease in prepaid expenses	-	85	(230)
Increase / (decrease) in net financial assets	(689)	1,275	(930)
Net financial assets at beginning of year	2,028	2,028	2,958
Net financial assets at end of year	**$ 1,339**	**$ 3,303**	**$ 2,028**

The accompanying notes are an integral part of the financial statements.

AURORA COLLEGE
STATEMENT OF CASH FLOW
for the year ended June 30, 2016
(in thousands of dollars)

	2016	2015
Operating transactions		
Cash received from:		
Government of the Northwest Territories	$ 36,837	$ 36,707
Students and other third parties	6,944	8,627
Government of Canada	1,663	2,473
Interest	104	113
Cash paid for:		
Cash paid for compensation and benefits	(31,027)	(31,376)
Cash paid to suppliers	(13,692)	(15,160)
Cash provided by operating transactions	**829**	**1,384**
Capital transactions		
Acquisition of tangible capital assets	(693)	(738)
Proceeds on tangible capital assets	76	-
Cash used for capital transactions	**(617)**	**(738)**
Increase in cash	**212**	**646**
Cash at beginning of year	8,848	8,202
Cash at end of year	**$ 9,060**	**$ 8,848**

The accompanying notes are an integral part of the financial statements.

Aurora College
Notes to the Financial Statements
June 30, 2016

1. AUTHORITY AND MANDATE

a) Authority and purpose

Aurora College ("College") was established under the *Aurora College Act* and is named as a territorial corporation under the *Financial Administration Act* of the Northwest Territories. The College is exempt from income taxes.

The College is a multi-campus institution designed to provide a wide variety of educational services to adult learners of the Northwest Territories (NWT). The programs are directed specifically to the northern environment and the needs of individual northerners, the workforce and northern communities. To accomplish this, courses and services are delivered at campuses and communities throughout the NWT. Through the work of the Aurora Research Institute, the College is also responsible to conduct and facilitate research activities in the NWT.

b) Contributions from the Government of the Northwest Territories

The College receives monthly contributions from the Government of the Northwest Territories ("Government") based on appropriations consistent with the Government's Main Estimates and adjusted for supplementary appropriations. The contributions are to be utilized for the administration and delivery of the College's adult and post-secondary education programs in the NWT. The College is allowed to retain all surpluses and is responsible for all deficits.

The College is economically dependent upon the contributions received from the Government for its ongoing operations.

2. SIGNIFICANT ACCOUNTING POLICIES

The financial statements have been prepared by management in accordance with Canadian public sector accounting standards ("PSAS"). The following is a summary of the significant accounting policies.

a) Measurement uncertainty

The preparation of financial statements in accordance with PSAS requires the College to make estimates and assumptions that affect the amounts of assets, liabilities, revenues and expenses reported in the financial statements. By their nature, these estimates are subject to measurement uncertainty. The effect on the financial statements of changes to such estimates and assumptions in future periods could be significant, although, at the time of preparation of these statements, the College believes the estimates and

2. SIGNIFICANT ACCOUNTING POLICIES (continued)

a) Measurement uncertainty (continued)

assumptions to be reasonable. Some of the more significant management estimates relate to the allowance for doubtful accounts, employee future benefits, amortization, and revenue accruals.

b) Cash

Cash is comprised of bank account balances, net of outstanding cheques.

c) Tangible capital assets

Tangible capital assets transferred to the College when it was established were recorded at their estimated fair market value. Subsequent acquisitions are recorded at cost. Tangible capital assets are amortized over their estimated remaining useful lives on a straight-line basis at the following annual rates:

Mobile equipment	3 to 20 years
Building additions and renovations	20 years
Furniture and equipment	2 to 10 years
Leasehold improvements	over the remaining term of the lease

d) Employee future benefits

i) Pension benefits

All eligible employees participate in the Public Service Pension Plan (the "Plan") administered by the Government of Canada. The College's contributions reflect the full cost as employer. This amount is currently based on a multiple of an employee's required contributions and may change over time depending on the experience of the Plan. The College's contributions are expensed during the year in which the services are rendered and represent the total pension obligation of the College. The College is not currently required to make contributions with respect to any actuarial deficiencies of the Plan.

ii)Severance, removal and compensated absences

Under the terms and conditions of employment, employees may earn non-pension benefits for resignation, retirement and removal costs. Eligible employees earn benefits based on years of service to a maximum entitlement based on terms of employment. Eligibility is based on variety of factors including place of hire, date employment

2. SIGNIFICANT ACCOUNTING POLICIES (continued)

d) Employee future benefits (continued)

ii) Severance, removal and compensated absences (continued)

commenced, reason for termination. Benefit entitlements are paid upon resignation, retirement or death of an employee. Termination benefits are also recorded when employees are identified for lay-off. Compensated absences include sick, special, parental and maternity leave. Accumulating non-vesting sick and special leave are recognized in the period the employee provides service, whereas parental and maternity leave are event driven and are recognized when the leave commences. An actuarial valuation of the cost of these benefits has been prepared using data provided by management and assumptions based on management's best estimates.

e) Government contributions

Government contributions are recognized as revenue when the funding is authorized and all eligibility criteria are met, except to the extent that funding stipulations give rise to an obligation that meets the definition of a liability.

The College receives its appropriations on a monthly basis from the Government of the Northwest Territories, as the College has a different fiscal year. These contributions are recognized as revenue in the period in which the funding relates once all eligibility criteria have been met and it has been authorized.

f) Government contributions – services received without charge

The Government provides certain services without charge to the College. The estimated value of these services are recognized as expenses with an offsetting credit to revenues in order to reflect the full cost of the College's operations in its financial statements.

g) Own source revenues

Tuition fees, room and board, interest income, and other income are recognized on an accrual basis as they are earned.

h) Other contributions and deferred revenue

The College provides education and research services to private companies, federal and territorial government departments, agencies, and corporations through contractual

2. SIGNIFICANT ACCOUNTING POLICIES (continued)

h) Other contributions and deferred revenue (continued)

arrangements. Payments received under these contracts for which the development and delivery of courses and projects are not completed are recorded as deferred revenue until completion in accordance with the stipulations of these agreements.

Revenue from federal and territorial government departments, agencies and corporations is recorded once the eligibility criteria are met; the payments are authorized, except to the extent that funding stipulations give rise to an obligation that meets the definitions of a liability.

i) Contract services

Contract services acquired by the College include printing services, food service contracts, instruction contracts, leases and rental agreements. These amounts are recognized as expenses in the year the services are rendered.

j) Contingent liabilities

A contingent liability is a potential liability which may become an actual liability when one or more future events occur or fail to occur. To the extent that the future event is likely to occur or fail to occur, and a reasonable estimate of the loss can be made, an estimated liability is accrued and an expense recorded. If the likelihood is not determinable or an amount cannot be reasonably estimated, the contingency is disclosed in the notes to the financial statements.

k) Prepaid expenses

Prepaid expenses are charged to expense over the periods expected to benefit from it.

l) Funds and reserves

Certain amounts, as approved by the Board of Governors, are set aside as reserves in accumulated surplus for future operating and capital purposes. Transfers to and from funds and reserves are recorded when approved.

m) Financial instruments

Financial instruments are identified by financial asset and financial liability classifications.

The College's financial assets include cash and accounts receivable which are both

2. SIGNIFICANT ACCOUNTING POLICIES (continued)

m) Financial instruments (continued)

measured at cost. Financial liabilities include accounts payable & accrued liabilities, due to Government of the Northwest Territories and professional development fund which are all measured at cost.

All financial assets are tested annually for impairment. When financial assets are impaired, impairment losses are recorded in the Statement of Operations and Accumulated Surplus. The allowance for doubtful accounts is based on management's best estimate of probable losses. The allowance is calculated based on a percentage of specific aged receivables where management believes an impairment has occurred. The allowance is shown as a reduction to accounts receivable. Management recommends write-offs of student accounts that are deemed uncollectible. Student and other receivables related to write-offs are submitted to the Board of Governors for their approval.

n) Budget

Canadian public sector accounting standards require a government organization to present in its financial statements a comparison of the results of operations and changes in net financial assets for the period with those originally planned. The budgeted figures represent the College's original fiscal plan for the year approved by the College's Board of Governors and do not reflect any subsequent adjustments made during the course of the year.

3. ACCOUNTS RECEIVABLE

	2016 (in thousands)			2015
	Accounts Receivable	Allowance	Net	Net
Government of the Northwest Territories	$ 299	$ 2	$ 297	$ 447
Federal Government	559	87	472	272
Other	877	32	845	1,413
Students	244	185	59	88
	$ 1,979	$ 306	$ 1,673	$ 2,220

4. EMPLOYEE FUTURE BENEFITS

a) Pension benefits

The College and all eligible employees contribute to the Public Service Pension Plan (the "Plan"), a contributory defined benefit plan established through legislation and sponsored by the Government of Canada. Contributions are required by both the employees and the College. The President of the Treasury Board of Canada sets the required employer contributions based on a multiple of the employees' required contribution. The general contribution effective at year end was $1.15 (2015 - $1.28) for every dollar contributed by the employee, and $6.67 (2015 - $7.13) for every dollar contributed by the employee for the portion of the employee's salary above $162 thousand (2015 - $158 thousand).

For new employees who are participating in the Plan on or after January 1, 2013, the College contributes $1.11 (2015 - $1.28) for every dollar contributed by the employee, and $6.67 (2015 - $7.13) for every dollar contributed by the employee for the portion of the employee's salary above $162 thousand (2015 - $158 thousand).

The College's and employees' contributions to the Public Service Pension Plan for the year were as follows:

	2016	2015
	(in thousands)	
College's contributions	$ 2,477	$ 2,568
Employees' contributions	1,966	1,776
	$ 4,443	$ 4,344

b) Severance, removal and compensated absences

The College provides severance (resignation and retirement), removal and compensated absence (sick, special, maternity and parental leave) benefits to its employees. The benefit plans are not pre funded and thus have no assets, resulting in a plan deficit equal to the accrued benefit obligation.

Severance benefits are paid to the College's employees based on the type of termination (e.g. resignation versus retirement) and appropriate combinations that include inputs such as when the employee was hired, the rate of pay, the number of years of continuous employment and age and the benefit is subject to maximum benefit limits. Removal benefits are subject to several criteria, the main ones being location of hire, employee category and length of service. The benefits under these two categories were valued using the projected unit credit methodology.

4. EMPLOYEE FUTURE BENEFITS (continued)

Compensated absence benefits generally accrue as employees render service and are paid upon the occurrence of an event resulting in eligibility for benefits under the terms of the plan. Events include, but are not limited to employee or dependent illness and death of an immediate family member. Non-accruing benefits include maternity and parental leave. Benefits that accrue under compensated absence benefits were actuarially valued using the expected utilization methodology.

Valuation results

The actuarial valuation was completed as at June 30, 2016. The effective date of the next actuarial valuation is June 30, 2017. The liabilities are actuarially determined as the present value of the accrued benefits at June 30, 2016. The values presented below are for all of the benefits under the Compensated Absences and Termination Benefits for Aurora College.

	Severance and Removal	Compensated Absences	2016	2015
			(in thousands)	
Changes in Obligation				
Accrued benefit obligations, beginning of year	$1,820	$450	$2,270	$2,274
Current period benefit cost	141	302	443	412
Interest accrued	45	13	58	56
Benefits payments	(361)	(240)	(601)	(472)
Actuarial (gains)/losses	(429)	(60)	(489)	-
Accrued benefit obligations, end of year	1,216	465	1,681	2,270
Unamortized net actuarial gain	429	60	489	-
Net future obligation	**$1,645**	**$525**	**$2,170**	**$2,270**

4. EMPLOYEE FUTURE BENEFITS (continued)

	Severance and Removal	Compensated Absences	2016	2015
			(in thousands)	
Benefits Expense				
Current period benefit cost	$141	$302	$443	$412
Interest accrued	45	13	58	56
Total	**$186**	**$315**	**$501**	**$468**

Assumptions

	June 30, 2016	June 30, 2015
Discount rate	3.2% per annum	2.5% per annum
Rate of compensation increase	2.0% per annum	2.0% per annum
Inflation rate	Nil	2.0% per annum

The expected payments during the next five fiscal years are:

	Severance and Removal	Compensated Absences	Total
		(in thousands)	
2017	$280	$100	$380
2018	173	65	238
2019	143	52	195
2020	121	43	164
2021	98	40	138
Total	**$815**	**$300**	**$1,115**

5. PROFESSIONAL DEVELOPMENT FUND

Under collective agreements, the College is required annually to make contributions to the professional development fund, in the amount of a) 3% of eligible instructor's salaries, and b) $750 for each eligible instructor. Contributions made to the professional development fund are recorded as an expense in the Statement of Operations and accumulated Surplus.

The professional development fund represents accumulated annual provisions for professional development activities, less accumulated eligible professional development expenses. The College expects to settle the obligation based on future eligible expense claims.

	2016	2015
		(in thousands)
Professional development fund, beginning of year	$ 1,946	$ 1,961
Contributions	410	433
Recovery of funds	42	-
Professional development paid during the year	(367)	(448)
Professional development fund, end of year	$ 2,031	$ 1,946

6. TANGIBLE CAPITAL ASSETS

(in thousands)

June 30, 2016	Mobile equipment	Building additions and renovations	Furniture and equipment	Leasehold improvements	2016 Total	2015 Total
Cost						
Opening balance	$ 5,483	$ 1,991	$ 5,418	$ 2,140	$ 15,032	$ 15,926
Additions	-	-	588	105	693	738
Disposals	(429)	-	-	-	(429)	-
Write-off	-	-	-	-	-	(1,557)
Closing balance	5,054	1,991	6,006	2,245	15,296	15,107
Accumulated amortization						
Opening balance	2,900	1,742	3,910	1,366	9,918	10,397
Amortization	236	100	477	116	929	1,052
Disposals	(353)				(353)	-
Write-off	-	-	-	-	-	(1,456)
Closing balance	2,783	1,842	4,387	1,482	10,494	9,993
Net book value	**$ 2,271**	**$ 149**	**$ 1,619**	**$ 763**	**$ 4,802**	**$5,114**

7. ACCUMULATED SURPLUS

The accumulated surplus balance includes the net book value of tangible capital assets transferred to the College when it was established and the results of operations since that date. The following appropriations have been made from accumulated surplus:

	(in thousands)				
Reserves	**Balance, opening July 1, 2015**	**Net results of operations**	**Appropriated**	**Used in operations**	**Balance, ending June 30, 2016**
a) Mallik research reserve	$ 100	$ -	$ -	$ -	$ 100
b) Northern strategic research reserve	492	-	5	-	498
c) Program delivery	300	-	-	-	300
d) Research & development	145	-	36	(37)	144
e) HEO replacement & maintenance	-	-	-	-	-
f) Restricted donations	35	-	-	-	35
Total reserves	1,072	-	41	(37)	1,077
Operating surplus (deficit)	6,725	878	(41)	37	7,598
Total accumulated surplus	$ 7,797	$ 878	$ -	$ -	$ 8,675

7. ACCUMULATED SURPLUS (continued)

a) Mallik research reserve

This appropriation was established from the surplus of the Methane Hydrate Research project to set funds aside to complete the scientific publishing.

b) Northern strategic research reserve

This appropriation was established from the surplus of the Methane Hydrate Research project to set funds aside for strategic research conducted in the north which will benefit northerners.

c) Program delivery

This appropriation is established to cover program costs contemplated in the annual Programs and Services Proposal prepared by the College, for which Government funding has not been approved. Allocations to and from this appropriation must be approved by the Board of Governors.

d) Research & development

This appropriation is established to help fund research and development of the Research Associate and Fellowship programs at the Aurora Research Institute (ARI). Annually all unencumbered ARI administration revenue after fulfillment of third party contracts is transferred to this appropriation. Use of the appropriation must be approved by the Research Advisory Council.

e) HEO (Heavy Equipment Operator) replacement & maintenance

This appropriation is established to help fund replacement and maintenance of the HEO program heavy equipment. Annually net equipment rental fees charged to the third party contractors for HEO courses are transferred to this appropriation. Use of the appropriation must be approved by the Board of Governors.

f) Restricted donations

From time to time, the College receives donations from individuals and corporations with conditions attached to them. In order to ensure that the wishes of the contributors are carried out, the donations are transferred to restricted donations until the conditions are met.

8. GOVERNMENT CONTRIBUTIONS

	2016	2015
	(in thousands)	
Operating contributions	$32,947	$32,325
Capital contributions	457	193
	$33,404	$32,518

9. RELATED PARTIES

The College is related in terms of common ownership to all Government created departments, territorial corporations and public agencies. The College enters into transactions with these entities in the normal course of business at normal trade terms.

The College has Government receivables from tuition revenue, contract revenue and the base funding contribution. The College also owes funds to the Government from administrative agreements for facility operating and utility costs, employee benefits and other expenses.

	2016	2015
		(in thousands)
Accounts receivable (Note 3)	$ 299	$ 458
Amounts due to the Government	$ 730	$ 1,816

Expenses

Under the terms of administrative agreements, the Government charges for certain support services provided to the College. The College reimbursed the Government $1,072,000 (2015 – $820,000) for facility operating and utility costs, employee benefits and other expenses recorded in these statements.

10. SERVICES PROVIDED WITHOUT CHARGE

During the year, the College received without charge from the Government services including utilities $2,048,000 (2015 – $2,495,000) and repairs and maintenance $1,237,000 (2015 – $ 1,264,000).

Payroll processing, insurance and risk management, legal counsel, construction management, records storage, computer operations, asset disposal, project management, and translation services were also provided to the College without charge. These services would have cost the College an estimated $257,000 (2015 – $ 216,000)

10. SERVICES PROVIDED WITHOUT CHARGE (continued)

based on the exchange amount confirmed by the related parties.

The College also receives from the Government, without any rental charges, the use of facilities for two of its campuses, certain student housing units and community learning centres. The use of these facilities would have cost the College an estimated $1,841,000 (2015 – $ 1,818,000) based on the Government's amortization expense for these assets.

The Government also pays for medical travel costs for the College. The medical travel costs paid by the Government on behalf of the College for the period amounted to $347,000 (2015 – $ 213,000).

	2016	2015
	(in thousands)	
Contract services	$ 257	$ 216
Repairs and maintenance	1,237	1,264
Building utilities	2,048	2,495
Building leases	1,841	1,818
Medical travel	347	213
	$ 5,730	$ 6,006

11. CONTINGENT LIABILITIES

The College is subject to claims and lawsuits arising in the ordinary course of operations. While the outcome of these matters is subject to future resolution, management's evaluation and analysis of such matters indicates that, individually and in the aggregate, the probable ultimate resolution of such matters will not have a material financial impact on the College's financial position, results of operations or liquidity.

12. COMMITMENTS

In addition to facilities provided by the Government, the College has operating leases and service agreements for student accommodation, classroom space, office equipment and other services and is committed to basic payments as follows:

	Service agreements	Operating leases
	(in thousands)	
2017	$ 221	$ 4,635
2018	101	2,253
2019	31	1,227
2020	23	529
Thereafter	5	-
	381	$ 8,644

13. FINANCIAL RISK MANAGEMENT

The College's financial instruments consist of cash, accounts receivable, accounts payable and accrued liabilities, due to Government of the Northwest Territories and are measured at cost. The Corporation has exposure to the following risks from its use of financial instruments:

a) Liquidity risk

Liquidity risk is the risk that an entity will encounter difficulty in meeting its obligations associated with its financial liabilities. The College manages its liquidity risk by regularly monitoring forecasted and actual cash flows. The College does not believe that it will encounter difficulty in meeting its future obligations associated with its financial liabilities.

b) Credit risk

The College is exposed to credit risk on its cash and accounts receivable.

Cash
Credit risk on cash is minimized as these assets are held with a Canadian Chartered bank, the maximum exposure to credit risk is $9,060,000 (2015 - $8,848,000).

Accounts receivable

Credit risk on accounts receivable arises from the possibility that the customer fails to meet their obligations. This risk is influenced by the type of debtor and at 30 June 2016

13. FINANCIAL RISK MANAGEMENT (continued)

the College's debtors are the Government of the Northwest Territories, federal government, students, and others.

In order to manage this risk, the College monitors the age of accounts receivable and initiates collection action. Credit exposure is minimized by dealing mostly with creditworthy counterparties such as government agencies and the College also enforces approved collection policies for student accounts. The maximum exposure to credit risk is $1,673,000 (2015 - $2,220,000).

At 30 June 2016 there are accounts receivable past due but not impaired. These amounts for students are: 31-60 days $8,000; 61-90 days $5,000; and over 90 days $20,000.

These amounts for the Government and for other parties are shown below.

	91-365 days	1 to 2 years	over 2 years
Government of the Northwest Territories	$1,000	$3,000	Nil
Other third parties	$39,000	$3,000	Nil
Federal Government	$124,000	$1,000	Nil

The College establishes an allowance for doubtful accounts that reflects the estimated impairment of accounts receivable. The allowance is based on specific amounts and is determined by considering the College's knowledge of the financial condition of customers, the aging of accounts receivable, current business condition and historical experience.

c) Market risk

Market risk is the risk that the fair value or future cash flows of a financial instrument will fluctuate because of changes in market prices. The College is exposed to interest rate risk in that changes in market interest rates will cause fluctuations in the interest revenue from cash. This risk is not significant due to the short terms to maturity of cash.

Although management monitors exposure to interest rate fluctuations, it does not employ any interest rate management policies to counteract interest rate fluctuations.

The College is not exposed to significant currency or other price risks.

14. FAIR VALUE OF FINANCIAL ASSETS AND LIABILITIES

The fair values of the cash, accounts receivable, accounts payable and accrued liabilities and due to Government of the Northwest Territories approximate their carrying amounts because of the short term to maturity.

15. SEGMENT DISCLOSURE

The College is a multi-campus institution designed to provide a wide variety of educational services to adult learners of the Northwest Territories (NWT). For management reporting purposes the College's operations and activities are organized and reported by funds (Schedule A). Funds were created for the purpose of recording specific activities to attain certain objectives in accordance with the budget, strategy and work plan, restrictions or limitations. The College's services are provided by departments and their activities are reported in these funds.

Certain departments that have been separately disclosed in the segmented information, along with the services they provide, are as follows:

Finance and accounting
Finance's role is to ensure the long term viability of the College including the preparation and controls over the budgets, financial reporting, the implementation and oversight of financial controls, and management of the cash flows. Finance includes the functioning of the head office and regional offices.

Pooled services
This represents College wide expenditures which are required for the global operation. These represent allocation of costs related to professional development, amortization, cost of employee future benefits, and costs for the President's Office. The Office of the President includes services related to the operations of the College, plus communications and public relations. The Office of the President is mandated to manage the daily operations of the College, pursue its missions and vision, and develop and implement a strategic plan to ensure the long term success of the College.

Student services
Student services include Fort Smith, Yellowknife, and Inuvik locations facilities and the registrar and regional admission offices.

Education and training
Education and training includes the vice-president education and training, school of trades, school of education, school of business and leadership, school of health and human services, school of arts and science, information systems and technology, and the

15. SEGMENT DISCLOSURE (continued)

library.

Community and extensions
Community and extensions represents special programs and additional resources provided to the communities through the College. This includes the school of developmental studies, the Beaufort Delta region, the Sahtu region, the Dehcho region, the Tlicho region, and the Akaitcho and South Slave region.

Aurora Research Institute
Through the work of the Aurora Research Institute, the College is also responsible to conduct and facilitate research activities in the NWT.

16. COMPARATIVE FIGURES

Certain comparative figures have been reclassified to conform to the financial statement presentation adopted for the current year. This includes the 2015 cash equivalents balance that was reclassified to cash to better reflect the underlying nature of these items.

Aurora College
Segmented disclosures
June 30, 2016

Schedule A

For the period ended June 30, 2016	Financial and accounting (in thousands)	Pooled services ** (in thousands)	Student services (in thousands)	Education and training (in thousands)	Community and extensions (in thousands)	Aurora Research Institute (in thousands)	2016 Total (in thousands)	2016 Budget (in thousands)	2015 Total (in thousands)
Revenues									
Government Contributions	$ 1,753	$ 3,178	$ 9,091	$ 10,489	$ 7,260	$ 1,633	$ 33,404	$ 32,936	$ 32,518
Other Contributions									
Services Provided without Charge	-	1,841	-	3,889	-	-	5,730	5,000	6,006
Government of the Northwest Territories	-	-	39	2,163	810	262	3,274	3,549	3,856
Other third party contributions	-	19	10	1,900	363	266	2,558	2,721	2,312
Federal government	-	-	-	-	1,488	175	1,663	1,730	2,473
Own Source Revenue									
Tuition fees	-	-	72	964	800	-	1,836	815	1,732
Recoveries and other	29	255	162	718	26	79	1,269	339	1,026
Room and board	-	-	729	-	-	69	798	778	794
Interest income	104	-	-	-	-	-	104	95	113
	1,886	5,293	10,103	20,123	10,747	2,484	50,636	47,963	50,830
Expenses									
Compensation and benefits	1,708	1,472	4,617	11,844	8,468	1,938	30,047	29,494	30,255
Building leases	-	1	4,973	1,841	-	-	6,815	9,911	6,982
Materials and supplies	18	310	236	732	218	73	1,587	1,805	1,839
Utilities	-	-	156	2,058	3	10	2,227	219	2,687
Contract services	49	380	81	243	309	329	1,391	2,475	2,157
Repairs and maintenance	2	1,244	226	276	49	6	1,803	1,473	1,797
Small equipment	5	83	31	429	17	24	589	300	465
Fees and payments	68	531	42	469	65	72	1,247	1,244	1,431
Travel and accommodation	45	141	45	310	193	127	861	1,206	1,271
Professional services	2	8	7	573	956	15	1,562	-	1,290
Amortization of tangible capital assets	-	929	-	-	-	-	929	451	1,052
Communication, postage and freight	69	70	98	195	172	96	700	525	719
	1,966	5,169	10,512	18,970	10,450	2,691	49,758	49,103	51,945
Annual surplus (deficit)	$ (80)	$ 124	$ (409)	$ 1,153	$ 297	$ (207)	$ 878	$ (1,140)	$ (1,115)

** Pooled Services includes the revenues and expenses for the President's Office

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